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ABSTRACT

As part of the continuous evaluation of the teacher training program at the University of North Florida, the fall 1994 interns were asked to provide feedback on their experiences. They were asked to complete a questionnaire at the end of the internship in which they rated their confidence in performing the skills and competencies needed for teaching, but also asked to write about their peak experience, their worst experience, their strengths and weaknesses, and the experience from which they learned the most. Of the interns, 180 responded to the survey; 87 were female, 21 were male; 9 were minority group members. The results indicated that overall the interns felt confident about their ability to teach but perceived weaknesses in working with special needs students in the regular classroom, classroom management, and conferencing with parents. They saw as their strengths their instructional skills and knowledge and their creativity and flexibility. They recommended that the program include more field experiences, more multicultural experiences, and that the faculty be more "reality based" rather than so theoretical. Ten appendices provide verbatim data on peak experience, situation that led to most growth, most negative experience, what should have been taught, major strengths, major weaknesses, incident that helped the intern grow, suggestions for program improvement, metaphors and similes, and demographic and confidence ratings. (JB)

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ED 383 705

Fall 1994 Interns
Evaluation of their Preservice Program

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Abstract

Each semester at the end of internship, preservice teacher education students are asked to evaluate their performance, the program, and their competencies. A three part questionnaire is administered to them the last week of the semester in which they complete their internship. They are asked demographic information about themselves and the school in which they interned. They are asked in part two to reflect on their experiences during the internship and the whole teacher preparation program. The third part asks them to evaluate how confident they are in the competencies needed by beginning teachers. The results indicate that over all they feel confident about their ability to teach but perceived weaknesses in working with special needs students in the regular classroom, classroom management, and conferencing with parents. They see as their strengths their instructional skills and knowledge and their creativity and flexibility. They recommend that the program include more field experiences, multicultural experiences and a faculty more reality based.

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Introduction

As part of the continuous evaluation of the teacher training program at the University of North Florida, the fall 1994 interns were asked to provide feedback on their experiences They were asked to complete a questionnaire at the end of the internship. The interns were asked to rate their confidence in performing the skills and competencies needed for teaching, but also asked to write about their peak experience, their worst experience, their strengths and weaknesses, and the experience from which they learned the most.

The questionnaire was in three parts. Part one asked for demographic information on the student and type of intern experience. Part II contained open ended questions requiring the interns to reflect on their experiences and to identify areas they would change in their preservice preparation program and what they were not taught that they should have been taught.

The third part asked the interns to rate their confidence on 42 skills and competencies needed by beginning teachers. They were also asked to evaluate how confident they would be in different types of schools and school environments. A third set of items required the interns to rate various university services from academic advisement to registration procedures.

Profile of Fall 1994 Interns

One hundred and eight interns responded to the survey . Eighty-seven or 81% were female; 21 or 19% were male. Only 9 of the group were from a minority group. Approximately half of the interns feel into the 20-24 age bracket; twenty-two percent were 25 to 29, 12% 30-34, and 8% 35-39. Eleven or 10% were 40 or older. About two-thirds of the group were elementary education majors while about one quarter were secondary education preinterns. There was only one in music education and 3 in physical education. Ninety percent were completing their bachelor's degree. Eight students (7%) were completing a certification only program, and 2 (2%) a master's program.

Fifty-eight percent had intern placements in Duval, 20% in Clay County, 10% in St. Johns County, 4% in Nassau County and 8% in other counties. Thirty-eight percent of the interns taught in schools which the minority percentage was over 70%, 5% between 51-70%, 11% between 31-50%, 24% between 11-30% and 22% where the minority percent was under 10%.

The bulk of the placements were in schools with low SES (40%). Twenty-seven or 25% of the students taught in schools where the majority of students were from the lower middle class. Twenty-seven or 25% taught in middle class schools. Under 10% of the group taught in schools with upper middle and high SES.

Confidence in Teaching in Different Environments

The group of interns expressed greater confidence if they were placed in a suburban or rural school rather than if they were placed in an inner-city school. They preferred placement in an affluent elementary or middle school rather than an inner city middle/junior high school. The confidence rating was higher for teaching in an inner city elementary school. Lower confidence rating were given for teaching which included a large number of exceptional education students and in schools in which all exceptional education students are mainstreamed into regular

classrooms. They expressed a higher confidence rating in working in schools which organize students in multi-aged classrooms, and in schools that eliminate traditional grades and use continuous progress curriculum. The frequency distribution for each item in this set are included in Appendix J, pp. 92-93 .

Rating of University Services

On Eight items interns were asked to rate university services. The library had the highest mean score (4.51), followed second by the COEHS learning lab and materials center (4.24). Third highest was the procedures to arrange field experiences and student teaching. Class registration procedures were viewed very positively (3.97) as well as receiving information about educational planning and study (3.95). Academic advisement had a mean of 3.81.

The three lowest rated services were career planning and placement (3.54) and scheduling of classes (3.56) and career planning and placement services (3.54). The frequency distribution of the 9 items are reported in Appendix J, pp.93-94 .

Peak Experience

The interns were asked to describe the situation that was their "peak experience in their internship." One hundred and six interns wrote some type of response. The experiences could be classified by the work value being expressed. The major values identified were achievement, affiliation, altruism, autonomy, prestige, professional development, and deference. Examples of the values identified follow.

Altruism

"Read the book A Separate Peace - One student told me that the way I broke the book down and had activities to go along w/the book helped her understand it better. She said it was the 1st book she had ever read - but it wouldn't be the last.

"My last day in the classroom, I was helping a frustrated little boy to sound out his vocabulary words. I had been concerned about his progress and self-esteem all term. He sounded them all out for me. When he was finished, I told him 'you see, you knew all of these words!!' He was so confident - I almost cried."

Prestige

"I was teaching the Declaration of Independence to regular Am. history students. I thought of an original idea of having the kids write an 'newspaper article' on one part of the Declaration of Independence. Both my directing teacher and college supervisor warned me that the experience (lesson) may not go like I hoped. I made an extra effort to explain to the kids exactly what I wanted and the kids put out articles that surprised everyone!"

"I was very happily surprised by the response to my '3-d Cell Model' assignment and I displayed all the models in the science hall display case."

Achievement

"My peak experience would have to be my last lesson. I had taken all the advise given from previous lessons and gave the best lesson I've given, ever."

"Observing improvement in my students after two weeks of skill practice, drills and lead up games."

Autonomy

"When my D.T. wasn't there and I had a sub. I then became the teacher in the class. Before when there was a problem the students would go to my D.T."

"My first day that I was completely on my own. The children began to trust me, my directing teacher began to trust me, and I began to trust myself and have confidence."

Deference

"I enjoyed my directing teacher very much. She has 32 years of experience from which to guide me."

Affiliation

"I established great rapport with other faculty members."

Professional Development

"Both of my formal evaluations in my second experience went well and I could see many needed changes in myself."

Another way the peak experiences could be classified was by whether the peak experience centered on them (the interns) or focused on others (students) etc. Examples of the two orientations follow.

Centered On Themselves

"I led a Team Discovery activity for my 4th formal observation. I was very pleased with the participants' success to working together to complete the timed activities. I felt my 'signals' (e.g.. whistle) were helpful."

"The peak experience was about the end of internship when I taught the lessons, prepared the materials, dealt w/behavior problems, and created engaging, stimulating, and academically challenging lessons / projects according to my best knowledge and capabilities."

Centered on Others

"A particularly touching conversation with a troubled young boy regarding life in the inner city and all that entails."

"I was in a multiage classroom of 2/3 graders. To watch them grow together as a class was a wonderful experience. They really became a team and worked together. They would always help one another and I thought that was just beautiful. What a wonderful way to learn."

Not all students reported peak experiences and some of the peak experiences were not directly related to the internship (Ex. graduation). The verbatim peak experiences are included in Appendix A, pp. 16-24.

Situation Which Led to Most Growth

The interns were asked to identify the situation that led to their most growth in their internship. Four major themes emerged dealing with problem students/parents, utilizing feedback,

observing others, and being able to teach.

A large number of interns stated that they grew from working with problem students or their parents. Others mentioned problems with child abuse, discipline problems, children with learning disabilities, and upset parents. A second major theme was feedback. Some mentioned feedback from directing teachers, RCFs, and college faculty. Others found value in feedback from other interns and school faculty. The interns grew also from their opportunity to observe their directing teacher. The fourth and most prevalent theme was actual teaching. Verbatim comments can be found in Appendix B, pp. 24-31.

Most Negative Experience in Internship

Interns were asked to identify the most negative experience that they encountered during internship. Verbatim comment can be found in Appendix C, pp. 31-38.

Not Being In Preplanning

"Not being a part of preplanning and not knowing much of the staff."

Not Knowing Staff / Students / Procedures

"My placement for two weeks in a school where the principal never introduced herself and I never received a handbook or I was never ever introduced to the students in the classroom."

Discipline

"Discipline was the hardest obstacle for me and I never did really achieve complete authority in the classroom. It left me with a sense of failure in that particular area."

"The most negative experience was having to write a disciplinary referral on a student that was disrupting the class. I felt inadequate because I could not control him."

Not Being Independent

"When my directing teacher forbade me to use most of the techniques for learning which I was taught at UNF and my supervisor knew, but put pressure on me for the consequences of not using the "forbidden' techniques (e.g. manipulatives, games, etc.)."

"The teacher was not eager to turn her class over to me. I don't feel I had adequate time to become comfortable or the space or freedom to implement my own management techniques."

Clashing Personalities

"Four teachers worked closely together and I saw personality clashes. There were many things that needed to be worked out in the new program, and different ideas of different teachers caused conflicts as well. Personal feelings were interfering professionally."

"My directing teacher had a totally different classroom management system than I was used to. She was more of a negative teacher that I wanted to be. This took a great deal of adjusting."

Lack of Guidance

"My directing teacher was very good about sharing his personal teaching supplies and classroom, but not always good about giving me the advise I seeked. There were times I really needed guidance and I had to turn to the other 6th grade teacher for help (he wasn't

always there for me.)"

Thoughtless Comments

"Having other teacher make the comment, 'you're such the intern'. I hope that all teachers want to excel and be creative throughout their career."

Poor Assignment

"My most negative experience was being assigned to my first directing teacher who was not only unsupportive of me but also her students."

"My directing teacher was an extremely hard, negative, perfection seeking person. NOT someone I'd recommend again."

Lack of Permanent Placement

"I feel I worked so hard to get to know the environment, the teachers, the students, and to do a good job, to then be placed at a new school, if a job comes available where I will have to prove myself over again."

Relations with Parents

"All of my negative experiences had to do with parents. A student went and told a lie about me to her mother. The mother came to school and yelled at my directing teacher about it. I ended up having to apologize for something I didn't even do."

"Attending a conference (parent, vice principal, and directing teacher) in which the mother got very defensive about her child. Her son had hit my directing teacher and he was the main focus of the conference. It was very tense."

Lack of Praise

"Lack of positive feedback from directing teacher. I did a lot of good work in the classroom and it went unrecognized."

New Program

"Being placed in a 1st year new program to the school - REI. Fortunately, I had previous exposure to REI. Had I not, my opinion of it would not be favorable."

Attachment

"Love."

"Having to leave my kids!"

State Instructional Days

"There were not useful things for interns to learn from during state instructional days and half days."

Negativity

"Listening to a few teachers share their negative expectations about their students when away from their students."

"The most negative experience was the Directing teacher's negativity, undermining of my authority, and credibility, and her insistence that I teach, think and react similar to her. When I taught the lessons per her instructions she still found fault."

Classroom Management

"My most negative experience revolved around a classroom mgmt. situation. I have learned from that experience."

High Expectations

"Unrealistic expectations of the lesson plan book."

Lack of Communication

"Relationship with Directing Teacher. More communication and assistance was needed to help me be successful."

"During the first part of my internship, I did not have effective communication with my directing teacher. This made it difficult to work together. However, the misunderstandings were settled and we 'bonded' during the second half of the internship."

Lack of Preparations

"I did not feel prepared to teach Kindergarten."

Lack of Teamwork

"I worked with a team of four teachers who consider themselves the primary family (Multiage K-3). They are supposed to meet regularly and work together. At times my teacher and another had conflicts with one another which led to some tension."

Lack of Money

"The lack of Money!"

Disrespect

"The display of immediate disrespect by the students at the beginning of the school year. Young black males' attitudes toward peers who made an 'A'. Response was that they were acting 'white'."

Personal Problems

"My father had open heart surgery unexpectedly. I found it very hard to concentrate on my lessons and I had little patience with the children during this time. I realized that this was a reality that I will be faced with in the future as a teacher."

Not Reaching Students

"Feeling like I wasn't reaching the students."

Interpersonal problems were the most prevalent negative experience. A second major set of negative experiences were from intrapersonal and personal origins. A third major set of negative experiences related to the system. A fourth set related to negative situations arising from certain students or parents.

It should be noted that a number of the interns did not report any negative experiences.

Went Well

"Overall, I really can't single out one incident. It went well."

"None - it was all positive!!"

The major negative experience related to a classroom management problem. Twenty-three interns described such a situation. The second major negative experience related to interpersonal relations with the directing teachers, RCFs, supervisors, or parents. Lack of autonomy or independence was another area frequently listed.

Major Strengths

The interns were asked what their major strengths were during internship. Twenty-three themes were identified and examples follow. (See Appendix E, pp. 45-51.)

Humor

"My sense of humor."

Flexibility

"My strengths were my flexibility and experience."

"Flexibility, staying on top of things daily - not letting them pile up and large doses of PRAYER."

Support

"Enduring with little support in the beginning and understanding when that all changed later in the internship."

Leadership

"My strengths were in leadership and authority. I felt that I did well in classroom management."

Time/Energy

"My willingness to put time and energy into my teaching and the children. Patience helped me through a lot of my internship."

Perseverance

"My perseverance to try to teach the way I feel was right, even though I had no real freedom to do so and the kids were not used to positive, steady structure."

Enthusiasm

"Enthusiasm for learning and teaching. Through my enthusiasm children were motivated and encouraged."

"Enthusiasm was a major strength. If a teacher is not happy to be there than why should the students."

Experience

"My experience working with children. Excel I and II were a part of that experience but also a two year job in child care prior to internship."

Discipline

"Strong discipline and high expectation of students."

"My ability to implement and effectively use classroom discipline plan in both a kindergarten and fifth grade classroom."

"I was able to implement a new behavior management system when I realized that the teacher's system wasn't always working for me."

Organization

"My ability to stay organized. My ability to find resources. Trying to stay on top of all the forms sent home by the office."

"Organization and maturity. These strengths provided me with a smooth internship and inclusion in teacher committees."

Knowledge

"Subject knowledge and enthusiasm."

RCF

"I had a wonderful college supervisor (RCF) who was very helpful and supportive."

Interpersonal Skills

"Dealing with students on a personal level. Providing a relaxed yet structured

environment. Making curriculum content meaningful."

"My major strengths were interpersonal skills, being flexible to sudden change, and being open to new ideas."

Lesson Planning

"Lesson planning and content."

"Writing and implementing lesson plans. Planning and preparing for lessons and student/ teacher rapport."

Creativity

"All the courses I took at UNF were extremely helpful but my biggest strength was discovering that I had a creative side in the classroom."

"Creative lessons that helped spark the children's interest."

Persistence

"Persistency - Making to do lists - making daily lesson schedules showing genuine concern to students / for students."

Comfort level

"My comfort level in front of the students. This resulted from my Excel and pre-school experience."

Communicating

"Communication with the students."

"My relationships with the children. I felt like I could talk to them on their level and make some things a little easier."

Good Relations

"Good relations with students for the most part."

"Communication with advisors and students in my classes."

Confidence

"Confidence."

Patience

"My patience and trying to make every kid that he or she could succeed in PE even if they thought they had failed."

"Patience, determination and commitment."

The strengths can be classified as personal qualities, personal skills, or instructional skills. Examples of personal qualities are sense of humor, flexibility, perseverance, enthusiasm, creativity, persistence, confidence, patience. Most frequently mentioned were creativity and flexibility.

Personal skills were also listed such as organizational skills, interpersonal skills, and leadership skills. Instructional skills listed are lesson planning, classroom management, and knowledge.

Major Weaknesses

The interns were asked to identify their major weaknesses during their internship. Thirty-two themes were identified. Each theme and an example are presented. Appendix F, pp. 51-57.

Identity

"Originally - I tried to be what I saw my directing teacher as being. I learned to be myself and not her substitute."

Fatigue

"Because I was taking a class during internship, I was tired sometimes."

Lack of Knowledge

"Lack of knowledge about economics. No real classroom management foundation."

Class size

"The size of the classes spread me a little thin."

Keeping on Task

"Keeping myself on task. I would have all my lessons planned out and on a whim, depending what the children bring into the lesson, I would teach a lesson on something else."

Questioning Skills

"Questioning skills."

Names

"Remembering everyone's name. However, I used chart devices to overcome."

Transition

"It was hard to make the transition to independent classwork."

Bad Placement

"My weakness was caused by a bad placement."

"Having a poor directing teacher, who failed to guide me."

Grammar

"Grammar."

Too Serious

"Trying not to take myself so serious - using a sense of humor more."

Culture Shock

"Unprepared for degree of culture shock in inner city setting."

Consistency

"Consistency of discipline (even though I wrote many referrals!)"

Forms up to date

"Keeping up with the paperwork."

"Keeping my internship forms up to date."

Classroom Management

"Classroom management, planning, ability to recognize special ed., drugs, etc. - all improved over time."

"Consistent classroom management. I continued to go back and forth."

Evaluation Procedures

"Evaluation procedures, special education needs for mainstreamed kids, the time required to plan properly - I had no idea how much time it would take."

Discipline

"Being consistent with my discipline plan."

"I need to work on my discipline techniques. Different children need different types of

discipline. I need to know who needs what and put different types of discipline in my classroom."

Time Management

"Using time wisely."

"Time management."

Relations with Directing Teacher

"Having a poor directing teacher who failed to guide me."

"Perhaps finding it difficult to tell my directing teacher certain things. For instance, that I would like to accept more talking from the students or that I didn't think an experience is worthwhile."

Noncaring Students

"Adapting to noncaring students."

Priorities

"Not prioritizing very well."

Talking in Class

"Getting students to quiet down. Ninth graders love to talk in class."

Lack of Preparation

"Lack of preparation on my part. The classroom experience is most important. There should be more."

Teacher Voice

"Took a few weeks before I got the teacher voice."

Preparation of Lesson Plans

"Trying to prepare lessons - it took me forever."

Communication

"Communication / Management"

Respect of the Children

"There were times when I felt that the children didn't respect me in the same way that they did their own teacher."

Creativity

"Not being creative enough for my lesson plans."

Instruction

"Reading instruction - My directing teacher did not use textbooks or workbooks. I didn't have a problem with any subject except reading. I didn't feel prepared enough in the area of reading to do a good job."

The verbatim comments are reported in Appendix F of this report. The themes can be clustered as were the strengths in personal qualities, personal skills, and instructional skills. Some of the personal qualities that were identified as weaknesses were fatigue, patience, and being too serious. Some of the personal skills seen lacking were time management and interpersonal skills. The primary weakness listed by forty-four students was classroom management/discipline. Other areas listed were grammar, lack of knowledge, and questioning skills.

Aspects Not Taught

The fourth question asked interns was, "what did your teacher training program not teach you that it should have taught you to better prepare you for your internship?". There were 26 areas identified. Each is presented with an example. The verbatim comments for all interns are presented in Appendix D, pp. 38-45.

Lesson Plans

"Writing week long lesson plans and being organized enough to have them in on time."

"How to write a lesson plan in a plan book instead of writing a whole page. I needed to know how to be concise, yet still have plenty of plans."

Nothing

"I can't think of anything."

"Can't think of a thing."

Special Ed Training

"I knew nothing about special education students - i.e. how to recognize an SLD or an ESE or an EH, etc. I think the program should require basic Special Ed classes."

"I should have had special education preparation since I interned in an ESE class."

Paperwork

"The paperwork - tons and tons of paperwork."

"We were not given a realistic idea of the amounts and types of paperwork required of a teacher. I felt completely unprepared regarding the proper management of paperwork requirements vs. classroom planning."

Reality vs. Theory

"I'm not sure. I think you can only teach so much theory. Then it is time to face the music. Some 4.0 students in education can't teach when it comes to reality. I think UNF does a pretty good job. I just wished all the cooperative learning from UNF would rub off in the real world."

"Many of our professors claimed that he UNF classroom is not like the real classroom. Well, that is 100% accurate. The UNF students need to be more prepared for the planning, paperwork and professional problems that arise."

Classroom Management

"Classroom management at UNF focused on elementary education and left me somewhat on my own for secondary experience."

"Classroom management techniques. Specific rules and processes to use."

Well Prepared

"I felt well prepared."

Discipline

"How to better use the secondary management and discipline technique - it was more elementary oriented."

"How to handle children from inner-city schools--behavior. Also the background the children come from (abused, neglected, etc.) Emotionally difficult to deal with."

Job interviews/preparation

"How to prepare for job interviews."

"Perhaps more info about resumes and interviews."

Math teaching skills

"Different ways to teach math."

"How to teach math."

Cultural differences

"Cultural differences - oral traditions in certain cultures, more classroom management."

"Specific cultural difficulties with classroom management consequences in inner city schools."

Extra duties

"Other teacher duties such as committees like school improvement, paperwork, grading conduct."

Time Management

"Time management was my biggest challenge during internship. UNF does a great job of giving you creative ideas and practical instruction. However, we need to know tips on how to get it all done during the school day."

More time in classroom

"I don't feel that preparing to be a teacher can be taught, you just have to get out there and do it. More time should be spent in public school and less time in UNF classrooms."

"Nothing that can be taught at a University. The only thing that could have prepared me better for internship is more time in a classroom."

Technology

"I think UNF should have a technology course to expose pre-service teachers to a wide range of software and media."

"Exclusive class on use of computers, not just a component."

Extra information for lectures

"Where to get the sidelight things to make my lecture more interesting."

Parent Conferences/Interactions

"Working with parents - getting them on your side. Saying the right things - working together with them to make the child's education a positive and successful experience."

"Working with parents! One of the other three teachers I worked with in the program had some problems with pushy parents (she was a new teacher). I didn't know how I would react if I had been in the same situation."

Inner city

"Working in an inner city school."

Relations with Directing Teacher

"To make sure that I take the time to really understand my Directing Teacher's method of teaching, method of discipline and philosophy of teaching. I would encourage any new intern to take the time to know his/her DT in the beginning."

Grammar

"Grammar! How can I have a degree in English education and know so little about grammar?"

"UNF needs a Grammar Methods course. I taught grammar during 99% of my internship without any methods for success!"

Attachment to Students

"I'm not sure that it can teach you how attached you get to these students then you have to turn them back over to the D.T."

Kindergarten Teaching

"How to teach kindergartners."

Legal Responsibilities

"I felt that there is not enough emphasis on what a teacher's legal responsibilities are. From my own experience, I know that you document everything."

Handwriting

"Different styles of handwriting. I had to learn a new style of writing to teach in my internship."

One major theme was not being prepared for the reality of the job (See paperwork, reality vs. theory, time management, legal responsibilities, extra duties). A second major theme was gaps in knowledge of the interns (grammar, teaching kindergarten, handwriting, classroom management techniques, math teaching skills, extra information for lectures). A third major theme was not being prepared for the diversity in the schools (cultural difference, inner city, special education training). A fourth major theme was there were no gaps, they were well prepared for their internship. The fifth was interpersonal dimensions (Parent conferences/interactions, relations with directing teacher, attachment to students).

Classroom Management techniques was listed by 35 of the interns. The paperwork by 10, reality of teaching by 7, special education training by 6, and parent conferences by 5.

Suggestions for Improving Preservice Training

The interns were asked to make suggestions on how UNF could improve the Preservice training of teachers. (See Appendix H, pp. 63-71.

Time Alone

"Make sure interns get enough time alone with the class."

Teach Inner City

"To teach in inner city for an entire day!"

"That everyone have at least 1 experience in a true inner city school!"

Advisement Accessibility

"Make advisement more accessible."

Special Ed Classes

"Require special education (Basic) classes."

"More experience with EH students."

Multicultural Classes

"Require more multicultural classes."

"Preservice teachers who will be going into inner-city schools need to be more aware of the cultural diversities that exist there."

Reality vs. Theory

"Be less idealistic - I came to the school with a sense of 'changing the world' - helping the students - not realizing that most don't want the help, don't want to learn. The teachers

there know that, and they had more pessimistic views, yet it was a better reflection of reality. So - UNF should be more straight forward."

"Discuss more realistic situations vs. theory (parent conferencing, recognition of problem children)."

Methods Courses

"Make methods courses relevant to teaching."

"UNF could do the methods courses in more of an integrated style. This would model things that we could do in the classroom."

Lesson Planning

"Don't put so much emphasis on the format of a lesson plan."

"Setting up grade books, lesson plans, not lengthy plans but everyday working plans."

Evaluation of Directing Teacher/School

"Have evaluations of directing teachers (some are not cut out for it)."

"Somehow screen the internship placement - mine was horrible and has severely undermined my confidence as a teacher."

Application

"Need more application - as in science."

Paperwork Requirements

"Provide guidance as to how to set up lesson plan books, cum. folders, attendance records, referrals -- basic paperwork duties that teachers must fill out."

First Day of School

"Schedule lectures for interns either before or after the first day of school. I was very surprised I would not be allowed to be present in class on that important day."

More Field Experience

"Do more field work! Have classes for inner-city, make it a specialization."

"More experience in the Excel program. Set up many observations in many different school settings."

Classroom Management

"Teach specific classroom management techniques and not theory."

"Better skills of classroom management."

Preparation for Interviews

"Prepare us for interviews."

More Responsibility

"Give the pre-interns more responsibility at the beginning."

Grammar / Reading

"Better instruction in Reading. This is a very important subject but I don't feel well prepared. All other subjects were taught very well and proved to be very useful."

"Grammar - Eng. ed majors, combing - Curriculum I and II, Eng Ed majors do not need such intense lit courses."

Math

"I never really had a class on how to teach mathematical concepts! Too many upper level math courses instead of learning how to teach concepts like GCF ad prime factorization."

Technology Training

"I would require technology training. Laser discs and AV materials are a breeze it is the computers and multi-media cars that are challenging. With these things being the new wave in education we NEED MORE training in this area."

Courses Relating to Subject

"Offer classes that will help teachers teach their subject. Taking complex analysis or some of the other maths will not help me teach consumer math, AP Calculus, Geometry. We need to teach us how to teach. What students have the most trouble with."

Seminars

"Cut the beginning seminars. They weren't very beneficial to me."

"Give a seminar on types of paperwork / requirements placed on a teacher at the beginning of the school year."

Pleased / Went Well / None

"I am pretty pleased at this point."

"Overall I would rate UNF's program as excellent."

Discipline

"More practical and effective classroom discipline strategies."

Change Portfolio

"The portfolio is very time consuming and at first was overwhelming. I could have spent more time observing and researching experiments for science and social studies lessons. Most of the paperwork I will never look at again. I think a better portfolio would have ideas of mine and things I have made to enrich the education of those I taught."

Less Multicultural

"Less on multicultural - emphasize content major."

"Less multicultural stuff and much more emphasis on content in my area of specialization."

Eliminate Unnecessary Classes / Overlap

"Don't overlap and repeat so much subject matter from course to course."

"Reduce the number of methods courses which are overly repetitive."

Parent / Teacher Relations

"Dealing with parents (and conferences) should be taught."

Waiver

"Grant fee waivers to interns or make provision for interns to receive some type of stipend."

No Grade

"I believe it is unfair to give a person a grade on the internship after they had worked so hard. I received an a but I feel there are other people who didn't receive as good a grade because of conflicting personalities."

Place Interns in Areas with Employment Opportunities

"Place interns where there is a possibility of employment - where jobs are available."

The number one suggestion was more field experiences. The second major suggestion was improve classroom management/discipline component. The third major theme was more preparation in working with special needs students. The fourth major theme was improving content of methods courses and eliminating overlap. The fifth major theme was having the

preservice program more reality based. The sixth major theme was the need for increased technology. The seventh major theme was eliminating gaps in the program.(See pp. 86-92).

Evaluation of Teaching

The interns were asked to rate 42 items on a 5 point scale, 1 indicating low confidence and 5 high confidence. High scores indicate a tendency for interns to rate the item "agree" or "strongly agree." There were clusters of items related to the planning component, instructional component, student diversity, reflective thought, and efficiency.

The highest mean was for item 6, plan effective classroom activities. The second was on item 18, articulate the personal qualities I promote in my classroom. The third highest mean was on item 37, create classroom environments that are characterized by sense of community (mutual respect, trust, and responsibility.) The fourth highest mean was on item 16, establish collegial relationships with other more experience teachers. The fifth highest mean was on item 24, dealing with classroom management, recognize and reward on-task behavior of students.

The lowest degree of confidence was expressed to "controlling behavior of all types of students." The second lowest level confidence was to the item "handling disruptive students regardless of their background." The next lowest level of confidence was to "scheduling and conducting parent conferences." Dealing with unmotivated students, "identifying and explaining differences among learners and the complications for teaching from at least two cultural perspectives" and "planning for and instructing students with special needs within the regular classroom" were also dimensions of teaching in which interns had lower confidence.

The frequency distribution for each item are included in Appendix J, pp. 86-92 .

Summary and Conclusions

Fall 1994 interns tend to feel that they would be more comfortable as a beginning teacher teaching in a suburban or a rural school than an inner city school. They do, however, express the need for additional field experiences, especially in inner city environments. They perceive their weaknesses working with special needs students in the regular classroom, classroom management, and working with parents. They see as their strengths their instructional skills and knowledge and their personal characteristics, especially creativity, enthusiasm, and flexibility.

They express a high level of confidence as their ability to plan effective classroom activities, establish collegial relationships with other more experienced teachers, creating a classroom environment that are characterized by sense of community, and articulate the personal qualities they promote in their classrooms. They have less confidence in their ability to deal with unmotivated students, plan for and instruct students with special needs within the regular classroom, and being able to identify and explain differences among learners and identify implications for teaching from at least two cultural perspectives, and handle disruptive students regardless of their background.

They rated the procedures to arrange field experiences and student teaching very good quality. Their rating of Career Planning and Placement was rated lowest. The library had the highest quality rating followed second by the COEHS learning lab and materials center.

It should be noted that although classroom management is viewed as a weakness by some interns, it is listed as a strength by other interns. The two recurrent themes over the past ten years or so still strongly persist. They are that faculty in the College of Education need to be more reality based; they are too theoretical. And secondly, students need more field experiences, prior to internship with more teaching situations involved.

Recommendations

The following recommendations are posited as a result of this evaluation.

1. The content and delivery system for the classroom management course needs to be reviewed.
2. The knowledge and strategies to be used with exceptional students in the regular classroom by students going into the internship needs to be assessed and gaps identified and curriculum and field experiences modified to provide better exposure to this group.
3. More attention needs to be addressed to interpersonal communication situations. Ex. parent-teacher conferences, the angry parent and/or student, peer conflict, teacher/administration conflict, intern/directing teacher communication, etc.
4. The field experience component needs to be reviewed in terms of the continuum Excel 1, Excel 2, and internship, and the role of field experiences in the classroom.
5. Alternate support systems to help interns ought to be tried and field tested, such as the use of RCFs, etc.
6. Problems of diversity and experience in working with diverse groups needs to be apart of all interns experience.

A. DESCRIBE THE SITUATION THAT WAS YOUR "PEAK EXPERIENCE" IN YOUR INTERNSHIP.

I led a Team Discovery activity for my 4th formal observation. I was very pleased with the participants' success to working together to complete the timed activities. I felt my "signals" (e.g.. whistle) were helpful.

I was able to teach a hands on lesson. The kids rarely get to do an activity like that, and they really came alive with it.

After teaching a unit on weather we were reviewing for the test and the children were raising their hands and really enthusiastic about the material and they all wanted to answer the questions because they knew the information. It dawned on me that I had taught them and they had learned and it made me feel great!

Working with a reading group which was low and seeing them improve (their test scores improved and so did their word recognition).

The peak experience was about the end of internship when I taught the lessons, prepared the materials, dealt w/behavior problems, and created engaging, stimulating, and academically

challenging lessons /projects according to my best knowledge and capabilities.

There were no "peaks". It was all good but not great!

My peak experience was dealing daily with the children. The feeling of growing closer to each child and facilitating knowledge to help them to grow was by far by greatest experience.

Both of my formal evaluations in my second experience went well and I could see many needed changes in myself.

A particularly touching conversation with a troubled young boy regarding life in the inner city and all that entails.

The final day of my internship my students gave me a surprise party showing their appreciation. I received many gifts and kind words.

The entire experience was a "peak experience" since I started in a kindergarten class and went to a fifth grade class in the last half of internship.

I planned an integrated unit on Native Americans. At the end of the unit we had a celebration. I received a lot of feedback from parents and students on how much the class enjoyed the unit.

When the students requested more opportunities to play some learning games I made, that was when I knew I had broken through the barrier.

The day the directing teacher was absent. There was a sub sent, but I was already teaching all subjects. So, I had the sub grade paper and had a blast teaching the students.

I was very happily surprised by the response to my "3-d Cell Model" assignment and I displayed all the models in the science hall display case.

Graduation

Being placed at F.S.D.B. after being placed in the wrong setting with a teacher who did not want an intern.

Assuming all responsibilities and succeeding.

Leaving - graduating.

I can't give a specific situation. I can only say that all my effort seemed worthwhile when the children understood a concept.

After doing a unit on whales we took a field trip to Marineland. It was exciting to see the children actually asking questions about whales, etc. It was rewarding to see that they had learned something about whales.

I did my first thematic unit on Pilgrims. The kids really enjoyed the unit.

Teaching the children, and finding out through testing that they were able to comprehend what was taught. Especially two EMH students.

Teaching a unit on folk literature was my most peak experience.

My peak experience came on my second to last day in my fifth grade class. The students had been very unrulely for the whole morning even though I had promised them a treat if they completed their work. After I exposed my disappointment at not letting them have the reward they all became very quiet and orderly. As I sat at my desk one by one they brought notes up to me expressing how sorry they were and would I forgive them. They didn't even want the reward, they just wanted my not to be mad at them. I knew at that point that I had touched this class and had their trust and leaving them was going to be hard.

My peak experience was my strong relationship w/the students. The were very positive and excited about learning.

I was in a Multiage classroom of 2/3 graders. To watch them grow together as a class was a wonderful experience. They really became a team and worked together. They would always help one another and I thought that was just beautiful. What a wonderful way to learn.

My peak experience is the training I received on technology. I was able to provide my first grade students with computer experience and hopefully these students will continue through out there education.

I directed the third grade musical. I put together the whole program. I set the stage up and ran rehearsals, etc. It was a lot of fun, but very absorbing and stressful. The musical received rave reviews from teachers and parents.

When my D.T. wasn't there and I had a sub. I then became the teacher in the class. Before when there was a problem the students would go to my D.T.

When my students acted the same way for me as my directing teacher and I knew they comprehended my lessons. At this time, I felt a real connection between us.

Having my Behavior Modification project work and have a positive effect on the student.

Being identified about the campus by students as a teacher and having "my" kids evidently proud

of that.

When the students told me they would miss me.

I learned techniques in teaching math. I learned how to make math fun and realistic on a child's level. I always loved observing different grade levels to see the different ways educators instruct.

Being associated with the class AAA 1994 football champions.

Third grade students were given a lesson on letter writing. The students were ghost writers for the classroom pets. My class was recognized on the school news show and by the assistant principal. The letter writing continued throughout my internship.

The last week was full of peak experiences including going away parties from the teachers and the students, a field trip, and a madrigal dinner.

I was placed in a Multiage Program, consisting of K-3 students. I was given the opportunity to work closely with my directing teacher and 3 other teachers. It was a wonderful experience because I learned about the multiage program, which is a popular (& new) approach to education.

I asked students to do an evaluation of me as a teacher. One of the questions was how they thought I managed classroom discipline. Every student felt that I have control of the class and respect of the students.

I interned in a first grade class. The peak experience was when my students were starting to read. I saw such growth.

When I realized that my "average" math group was working past the "above average" class.

My "peak experience" was when I developed the "teacher voice". When I spoke in this voice which took me 2 months to develop, I got all the children's attention. I felt like I had a handle on everything.

When I was able to evoke enthusiasm in a child to write two pages when they rarely finished their assignment. I felt that I had made the lesson interesting and that it encouraged the student to write.

My first formal lesson.

When I actually taught a concept tested the students and 80% of the students passed!

Seeing how much I would be missed.

It was when my behavior mod project finally clicked. I was able to catch the students being good. If they received 10 pumpkin seeds, then they got to pick some thing from the treasure box. I realized beh mod is continuous and always changing.

*

The feeling of complete success which I took all of the classes over and was able to handle all of the teaching and management challenges.

Watching my algebra classes finally catch on to solving equations after having so much trouble initially.

Actually "being" a teacher! We've done so much prep work it's nice to do the work and be rewarded for your efforts.

I don't know that there was a "peak experience", per se, however, I remember feeling like a real teacher when I could plan an entire day without help from my directing teacher. Once I planned an entire week - I was ecstatic!

*

I guess it would be when I finally got all the large groups, and the children got used to me and responded to me with the same respect as the directing teacher.

Read the book A Separate Peace- One student told me that the way I broke the book down and had activities to go along w/the book helped her understand it better. She said it was the 1st book she had ever read - but it wouldn't be the last.

There were several - 1. when a student retained the info from a previous lesson and regurgitated it in a new setting/example 2. students sought help after school 3. students came to me to discuss non-academic problems. 4. students came to me on my lunch break to "hang out" - talk, show me magic tricks. 5. the last week they had a huge surprise party and signed a petition to keep me there - It was wonderful!

When I taught the class about different kinds of animals (carnivores, herbivores, and omnivorous) and most of them retained the knowledge and could tell me all about it the next week.

I was teaching the Declaration of Independence to regular Am. history students. I thought of an original idea of having the kids write an "newspaper article" on one part of the Declaration of Independence. Both my directing teacher and college supervisor warned me that the experience (lesson) may not go like I hoped. I made an extra effort to explain to the kids exactly what I wanted and the kids put out articles that surprised everyone!

Taking over the curriculum, where as, the way the material was taught was a reflection of my teaching style.

That last lesson I taught was the best! It was a hands-on inductive science lesson. The students discovered the concept w/o me teaching it, after they experimented.

An open house where various district personnel attended.

My last day in the classroom, I was helping a frustrated little boy to sound out his vocabulary words. I had been concerned about his progress and self-esteem all term. He sounded them all out for me . When he was finished, I told him "you see, you knew all of these words!!" He was so confident - I almost cried!

Developing my personal and professional relationship with my directing teacher.

One day I had given a subtraction test. We had been working on the skill for a while, and I felt they were ready. My teacher and I made a test - and the students all passed with an A or B. Only 2 students had a difficult time. I realized that I had help them learn subtracting that I was making a difference.

Seeing my students be successful in skills that I had taught.

Observing improvement in my students skills after two weeks of skill practice, drills and lead up games.

I was privileged to help chaperon 34 students to witness Rosa Parks receive her honorary doctorate degree from FSU. It was a once in a lifetime experience for those students and I was glad to be a part of it.

I taught a paragraph writing lesson for one of my observations. The students responded well and I received some very creative work.

The peak experience of my internship occurred several times when we discussed, in class, issues that the students wanted to talk about and everyone was involved.

I enjoyed my directing teacher very much. She has 32 years of experience from which to guide me. I also established a great rapport with the other faculty members.

Placement in a kindergarten class.

My first day that I was completely on my own. The children began to trust me, my directing teacher began to trust me, and I began to trust myself and have confidence.

When a young male, who had been in serious administrative trouble the year before, displayed great satisfaction in finding out he had rcv d an "A".

Learning to handle 43 students in one class.

Watching the children's' academic growth over the semester.

After the 6th or 7th week of my internship, I realized I could really teach! I gained confidence in myself after that.

Microsociety was my peak experience. The best day was when my area professional sports got to play and show off in front of the school. The kids loved it and everyone had a great time.

I walked out the door on December 9th.

I feel that my whole experience was enjoyable. My "peak experience" would be the four weeks of take over.

Planning and teaching fulltime.

In the beginning, we were learning about butterflies. The children were very interested and I could see that they were learning a lot.

During my full time teaching. I was allowed to be flexible with my instruction. My directing teacher was flexible.

I had a child who put me through hell. This was a continuous struggle to get him to behave and do his work.

The principal asked if I would sub at the school until an opening came up.

Having students ask for outside instruction - then actually come.

5th grade ESE class - I taught them a science unit on space and it was incredible how excited they were and the information they could recall

I found out that the students would miss me.

I was asked to stay and teach through the end of the year! I was pleased that the principal and my directing teacher felt that confident in me.

The students that started coming after school for help.

When two police officers and the principal came in for a weapon's check, had a drug bust, and got searched myself for weapons because they didn't believe I was the teacher!

learning the management skills and seeing how they work.

*

Full-time teaching.

My peak experience was a teaching lesson that I did with my students that they really got into

Taking over classroom for two whole weeks while directing teacher was out of town. Everything went as planned!

My peak experience would have to be my last lesson. I had taken all the advise given from previous lessons and gave the best lesson I've given, ever.

When the student that was most reserved in the beginning of my internship, came out of their shell.

When one little boy did not get in trouble

Realizing how important my students were to me.

We took out class to Cumberland Island on a field trip and had a lot of parent involvement. It was a positive experience.

The last few weeks of my internship when the children started asking me not to leave. I knew then that the children enjoyed having me for a teacher.

Seeing how the children "took" me in the time of 16 weeks. To hear them say things about "their teacher". Receiving notes and letters from children I've impacted.

After a seminar, where I and my directing were absent, my students were almost desperately happy to see me! They told me how much they had missed me. It seems like a small thing, but it meant a lot.

I was placed in a transitional first grade class that was wonderful.

My best experience was working in the ESE classroom. I got a chance to try out different behavior managements techniques. No 2 days were the same.

Working w/my directing teacher - getting hired.

When I felt like I actually taught something & the kids were comprehending it.

B. DESCRIBE THE SITUATION WHICH LED TO YOUR MOST GROWTH IN YOUR INTERNSHIP.

Having to deal w/a child who was being abused at home.

Working w/the lowest math group.

The fact that no 2 days were the same. I was always on my toes. It was then that I realized that not everyone is the same.

I was in a third grade class where I dealt with many substitutes I feel I grew in the fact that I learned a lot about being on my own in a classroom.

I was not prepared for true classroom management. In my inner city school, this was a big problem. I learned lots.

Feedback on lessons and management strategies from RCF and Directing Teacher.

Getting to know the children as individuals and becoming friends with the other teachers.

I had 2 very defiant boys which helped me to be more tolerant at times, but firm at others.

Receiving feedback from my RCF regarding ways in which I could improve my teaching.

all of them

Observing the directing teacher with a discipline problem.

The meetings after my observations.

Having those 2 weeks alone!

it really helped me to be able to experience the sharing among all of the interns placed at Andrew Robinson.

Full-time teaching.

*

Classroom management and discipline technic everyday I learned a little more and patience.

Getting to know the students personally and on a one-to-one basis.

*

Everything, my directing teacher Martin Key was the greatest! He advised and praised me constantly building my self esteem!

Developing a literature unit.

in my first experience I was handed nothing and told to do everything - after the initial shock I gathered resources and was able to do what I want and be as creative as I wanted

Teaching A.P. Calculus for thirteen weeks.

Having a very quiet student come in after class to tell me I had helped her want to write poetry. Because she was so quiet, I wasn't very sensitive to her learning needs. I need to be aware of any students needs - not just behavior problems.

The same boy as above. This child tested my patience more than it had been tested before. By having him in the class I feel that I was blessed to find out what I really had to face.

My full-time teaching

No one situation. The entire internship was a continual growing time.

The management of students and curriculum.

The four weeks of having complete control was when the most growth occurred.

*

One particular child refused to listen and constantly disturbed the class. I had a hard time dealing with the class and him. Afterwards I had a talk with my directing teacher and gained a new attitude from the experience.

My directing teacher pushed me to get organized and become a good classroom manager.

Learning how to deal with severe behavior problems.

My directing teacher friendship and advice

*

When one of my tough boys came to class very angry and hostile. After I repeatedly tried to find out the problem, he threw his arms around me, cried, and told me his dad left them that morning.

Guidance from my directing teacher in my kindergarten class.

The day to day experiences of a classroom teacher and the supportive, constructive feedback given by my directing teacher.

There was not one single situation of the most growth. My DT kept coaching and helping me throughout the term.

I had one student whose younger sister died this past October. Dealing with and helping her has helped me grow.

When I was given all five classes and was solely responsible for their education.

When my directing teacher went out of town and a substitute was sent in to help me. I felt I took total control and I felt like a "teacher".

Just being in charge, and having to "run the show".

I cannot recall a particular situation. However, being able to observe different teachers a classroom atmospheres was extremely helpful.

Balancing personal situations and experiences with professional work.

At the beginning of my internship, I was overly concerned with keeping the class in "order". I finally realized that if I relaxed, and planned the types of activities that I wanted to teach - that the kids would enjoy themselves and be ready to learn from me.

same as above

My directing teacher was absent for 3 days. This gave me the opportunity to really have complete control and responsibility.

Setting up a solid classroom management plan.

Having to work and intern made me manage my research time and I learned how to be better organized.

I was sitting on the guidance resource and I listened to what the class had to say about drugs. For third graders they knew a lot. I was very surprised.

The same as above; when students came to share personal aspects of their lives with me, it showed me how they need and appreciate the love a teacher offers more than the knowledge.

Every day things like - how to start class on time, tricks for classroom management, and how to section your time so that it is effective - my directing teacher really helped tremendously.

When we got a 1st grade EH child, and he became my responsibility. It took a lot of patience and effort to "pull" him out of his anger - but it was definitely worth it.

*

I was able to grow mostly because of my directing teacher - she allowed me and afforded me the freedom and advice to develop my own teaching style while guiding me in positive directions.

positive feedback from students and their parents - a great feeling!

Having difficulty controlling the classroom forces me into a situation where I had to learn to organize myself and put my knowledge of classroom management into practice. I also learned how to depend on myself when theory failed.

Dealing with specific learning disabilities and learning differences and striving to teach all levels.

I learned that when a student is having difficulty with his/her emotions at a particular time, to back off and let them get control by themselves.

My teacher's father passed away, so she was out for a week. I really took over the classroom and her desk while she was gone. There was a substitute named Mrs. Clark there all week, but she acted like another assistant. It was scary but a great experience.

Discussions that I had daily with my directing teacher about my performance.

My directing teacher has helped me with all my problem situations. She supported me and allowed me to grow.

Dealing with such a high concentration of low SES and At Risk children

I was able to become focused on my lesson and keep the momentum of a lesson going without getting overwhelmed with classroom management.

My directing teacher taught me to trust no one and keep your opinions to yourself whether others share theirs with you. As they say some of the most painful experiences lead to better understanding and growth to use later in life.

The weeks in which I had total control of the classroom gave me the greatest feeling of confidence.

The most growth in my intership came when a new spec. ed. teacher was hired and my class gave up 7 students and 2 aides in exchange for a new aide and 5 new students. I had just begun to build a rapport w/the former students when the transition took place.

There was no "one" situation. Every situation was a learning experience which led to my growth.

After the initial fear of teaching was gone, I felt like I can do this! The joy of the children made it so simple to word harder. Probably after an experiment I did about weather, I saw all the eager faces and smiles and knew that this was for me. I learned that I could make science and math fun!

I feel less confident now; I saw a lot of bad habits from teachers I will try hard to forget and never do. I don't think I grew as a teacher - I cocooned myself to survive.

The post conference in which my sponsor pointed out several observations after my 3rd formal. Mainly she was encouraging me to be more firm, more authoritative or "in charge" and to follow through more with my discipline system.

My most growth I found was know that these student wanted to learn and I look and tried different learning strategies to help them learn which made me grow in searching.

The day the directing teacher left the classroom all day.

There were many situations, however, one that sticks out is the week of "Say no to Drugs". I was shocked when I realized that second graders were so knowledgeable in the area. It was at this time I was aware that kids knew more than they use to.

Accepting the fact that I was in a bad experience and that I needed to grip my teeth to get through it.

Getting in front of class five days a week caused my immeasurable growth.

Actually being the teacher - taking over of all responsibilities. The school made me feel excepted in every way!

Feeling more confident about the academic area of my intership. Special Ed needs more classes that teach methods.

Classroom management situations that required consultation (parents - teacher- student) disciplinary action - new goals.

In the early part of October I was having trouble managing daily routine and planning for next few weeks. My directing teacher and I set up a new weekly lesson plan form and a schedule which helped me to look ahead and still keep tabs on the present.

Trying to integrate the directing teacher's organizational/behavior management stuff was a difficult but growing time.

When my directing teacher began making supportive comments which let me know I was on the right path, that gave me the confidence to accelerate my efforts in that direction.

In taking over the whole class I had to put everything together. There was no more of isolated applications and teaching situations. I learned how to teach all subjects and do all administrative duties.

The entire experience as a whole led to the most growth for me. This total immersion within the classroom environment led me to develop abilities to handle a classroom.

Being placed with a directing teacher who challenged me in many ways and taught through example. He made the difference for me.

Not knowing much about a Multiage class and how it would work (not knowing if I could teach both 2nd and 3rd graders) I was scared - but being in there with them and watching them grow together. There are two K/1 classes that are also a part of this multiage program and watching the 2/3's and the K/1's all interact made me a true supporter of Multiage.

My relationship w/ my grade level team members. They were all willing to help me and they accepted me as a teacher.

At S.P. Livingston we had weekly meetings with all the other interns and RCFs that gave us an opportunity to talk about our experiences. This helped greatly in getting through my internship.

Faculty meetings which led to my professional development were most rewarding.

Being frustrated in a "bad" REI situation and becoming incredibly flexible and accepting of those things I could not change.

Conferences with my UNF supervisor, Dr. Deering, before and after observations.

One of my students began acting inappropriately and when he was asked to "move his pin (behavior grade)" he started talking back. At this point, I knew I had to be strong and follow through with the consequences to maintain my authority with the entire class.

I had a very difficult class. When I finally had enough, I realized I was going to have to put my

foot down and say what I mean and mean what I say.

I'm sure there were many situations - but I can't think of any right now. The above would definitely apply.

The situation that led to my most growth is developing my own classroom management. I felt that my excel classes and classroom management course guided me in some ways. I was able to assess different strategies on handling misbehavior in the classroom.

I had an unpleasant encounter with a substitute teacher that caused "professionalism" to spring forth.

My second directing teacher gave me the opportunity to gain self-confidence and overcome my weaknesses.

The most growth that I had was while I was interning Tracy Antone in the 1st grade. She was wonderful. She brought my creativeness out, taught me how to teach developmentally, and taught me a lot about behavior management.

Working with the special education children in my classroom and adjusting their work load to fit their capabilities.

I needed growth in the area of teaching students to read. Mrs. Hood show me strategies and techniques to use that helped the students.

Once the students accepted me as their teacher, they came to me for everything. It was my responsibility to now shift for being a student to "the person with all the answers" - and I had to find many of the answers.

Probably seeing children at different stages of development allowed me to grow the most. Kindergarten children and 3rd grade children are very different, and yet I witnessed them playing and working together.

Helping plan the madrigal dinner led me to grow as a teacher. I learned about planning field trips and about getting permission to use school facilities on weekends. I also learned how important structured practice is for students.

Each evaluation by my college supervisor led to my growth because she offered suggestions for improvement. She discussed these suggestions with me in detail and showed me how to implement them.

Had to cover many chapters in American Government text in one semester (one semester course at U.C.H.S.)

When talking to parents that were upset, I had to implement and devise plans that calmed parents, solved problems, and helped the student. I feel more prepared now in dealing w/parents.

The whole situation required growth. Not just one incident.

C. DESCRIBE YOUR MOST NEGATIVE EXPERIENCE IN YOUR INTERNSHIP.

Overall, I really can't single out one incident. It went well.

Not being a part of preplanning and not knowing much of the staff. I didn't have any negative experiences w/students. I wish I could have implement more hands on learning but my Dir. teach. was against.

Had to "write up" a male student for dumping a girl in a trash can.

The most uncomfortable experience was trying to work in a class that I knew belonged to someone else. My directing teacher was great, but I constantly found myself trying not to step on her toes.

My most negative experiences always had to do with discipline problems. Whether it was having to reprimand a student or a whole class. I genuinely liked my students but had to be a strict disciplinarian in order to enable learning.

4 teachers worked closely together and I saw personality clashes. There were many things that needed to be worked out in the new program, and different ideas of different teachers caused conflicts as well. Personal feelings were interfering professionally.

My directing teacher was very good about sharing his personal teaching supplies and classroom, but not always good about giving me the advise I sought. There were times I really needed guidance and I had to turn to the other 6th grade teacher for help (he wasn't always there for me).

Having other teachers make the comment, "your such the intern". I hope that all teachers want to excel and be creative throughout their career.

A fellow teacher did not allow me to handle a situation as I would have liked to - but my directing teacher spoke to the teacher and the teacher allowed me to handle the situation - all turned out well.

My most negative experience was in the third grade. One day, no matter what I did, I could not get control of the children. I had to go ask for help. It made me feel so unprofessional.

My most negative experience was being assigned to my first directing teacher who was not only unsupportive of me but also her students.

I feel I worked so hard to get to know the environment, the teachers, the students, and to do a good job, to then be placed at a new school, if a job comes available where I will have to prove myself over again.

My most negative experience is dealing with children that continue to misbehave no matter what technique I used to correct behavior. But I stayed very positive with these students and never gave up all the way to the end.

All of my negative experiences had to do with parents. A student went home and told a lie about me to her mother. The mother came to school and yelled at my directing teacher about it. I ended up having to apologize for something I didn't even do.

My directing teacher was an extremely hard, negative, perfection seeking person. NOT someone I'd recommend again.

One of my students asked me a question and then wanted to ask my directing teacher because "she was the teacher". I had to make it clear at the start, I was also their teacher and I gave them their grades too.

Lack of positive feedback from directing teacher. I did alot of good work in the classroom and it went unrecognized.

Being placed in a 1st year new program to the school - REI. Fortunately, I had previous exposure to REI. Had I not, my opinion of it would not be favorable.

My most negative experience was being threatened by a rather large student. Fortunately we came to have a good teacher/student relationship!

Love.

Having to leave my kids!

I worked with a team of four teachers who consider themselves the primary Family (Multiage K-3). They are supposed to meet regularly and work together. At times my teacher and another had conflicts with one another which led to some tension.

Listening to a few teachers share their negative expectations about their students when away from their students.

There were not useful things for interns to learn from during state instructional days and half days.

One boy was taken out of the third grade into the second grade in the middle of my internship. He came to my class and the whole make-up of the class changed. He was a very hyper, troubled

child.

When my directing teacher forbade me to use most of the techniques for learning which I was taught at UNF and my supervisor knew, but put pressure on me for the consequences of not using the "forbidden" techniques (e.g. manipulatives, games, etc).

Watching what I felt was extremely negative behavior directed towards students.

One very negative aspect was the lack of consistency in following through on discipline policies. I had several students who were constant discipline problems and only after 5 referrals to the dean (in one student's case) was there any investigation into this student's activities and records.

My most negative experience revolved around a classroom mgmt situation - I have learned from that experience

My placement for two weeks in a school where the principal never introduced herself and I never received a handbook or I was never ever introduced to the students in the classroom. One teacher did not want an intern. Some one did not do their job in researching placement for an EH intern.

None- it was all positive!!

A student called me a "fucker" to my face -- but she was later suspended.

As a student wet behind the ears - unused to planning for a full grade, I was forced to plan for TWO grades - at the same time.

There were none in the class. In the teacher's lounge, however, I was constantly asked why I wanted to be a underpaid teacher. I felt like other teachers were negative.

Being placed with a directing teacher who was new to the school and was new to the grade level she was teaching.

Trying to follow the internship package, when my directing teacher had different ideas for instance when to do my first teaching, and when to shadow a teacher.

During the first part of my internship, I did not have effective communication with my directing teacher. This made it difficult to work together. However, the misunderstandings were settled and we "bonded" during the second half of the internship.

My directing teacher was not very helpful, nor did I have virtually any freedom to teach how I wanted. She insisted I stick to workbooks, ditto sheets and boardwork for K-2 EMH kids.

Discipline was the hardest obstacle for me and I never did really achieve complete authority in the classroom. It left me with a sense of failure in that particular area of performance.

Attending a conference (parent, vice principal, and directing teacher) in which the mother got very defensive about her child. Her son had hit my directing teacher and he was the main focus of the conference. It was very tense.

The most negative experience was the Directing teacher's negativity, undermining of my authority, and credibility, and her insistence that I teach, think, and react similar to her. When I taught the lessons per her instructions she still found a fault.

The teacher was not eager to turn her class over to me. I don't feel I had adequate time to become comfortable or the space or freedom to implement my own management techniques.

Same as above

I did not feel prepared to teach Kindergarten.

Having to leave

At the beginning I felt cheated because we had RCFs instead of college professors! But I soon realized they were more beneficial then not!

Team work between teachers on the same grade level and between grades was not always apparent.

We had an SED student in our EMH room. He was very troubled and on the wrong medication. He would either sleep all day or cuss and push desks over until he was suspended. He scared us because we thought his parents had overdosed him a couple times when he slept all day. After he was home schooled the rest of the class calmed down. This one child set off an entire class for 1st 2 months of school.

When I had to call in outside help to remove a child from my room.

The most negative experience was having to write a disciplinary referral on a student that was disrupting the class. I felt inadequate because I could not control him.

My first observation. Lack of guidance from my directing teacher.

Having to constantly attend to disruptive behaviors of a few students.

Unrealistic expectations of the lesson plan bk.

A little boy in my class decided to tell his mother that I was the one who cut his hair - instead of himself. Everything turned out all right - he apologized sincerely and everyone knew the truth. I felt betrayed by him, and disappointed.

Certain key members of the administration that the employees (teachers) are finding difficult to communicate with.

My directing teacher had a totally different classroom management system that I was used to. She was more of a negative teacher that I wanted to be. This took a great deal of adjusting.

The uncaring of the other P.E. teachers about physical education as an important subject.

I didn't have a negative experience during internship. There were times I was frustrated with myself but the next day I improved my mistakes.

When I had to write referrals/discipline.

I had two students who constantly tested me - and teaching estimating with rounding!

A difference of opinion with another teacher that caused less than professional relations.

I had a parent conference that did not go well. This same parent was somewhat troublesome throughout my experience.

My relationship to my directing teacher in my 2nd grade placement (1st half of internship)

I don't recall anything negative. I had the time of my life with those children and my directing teacher.

One parent tried to intimidate me into passing her son when he never even brought his book to class.

Having to support and promote classroom rules that I don't agree with, especially when they were the cause of most of the dissention between myself and my students.

the lack of money!

Despite the fact that I loved the children, we had 11 chapter 1 students, one on Ridlin and about 7 behavior problem children. It was difficult to manage and figure out how to meet each child's needs.

The children fighting on the playground.

This would have to be the day my directing teacher returned after taking 3 days off. I thought I had handled everything OK, but she thought differently.

Had one student who I could not reach - big behavior problem. Tried several ways to work w/him. I just couldn't get through. It was very disappointing.

1. One student has major emotional problems. He asked to clean the chalkboards and I said yes. When he was done, he wiped his hands on me. I didn't understand why and my first reaction was anger - I had to stop and count to five before reacting.
2. my directing teacher had trouble giving her classroom to me - she would give students instructions during my teaching and students got confused.

My directing teacher was out of the room when the fire alarm went off. All the students ran out of the classroom. It was the first fire drill that I had been in.

The display of immediate disrespect by the students at the beginning of the school year. Young black males' attitudes toward peers who made an "A". Response was that they were acting "white".

Never had a negative experience

none

My directing teacher would "get on" to me about the way I would do things (teach, etc..) in front of the students.

I had a kindergartner cuss me out and take off on me. He is in a SED class, but he really could not deal with me. He said he just didn't like white people. It was difficult for me because the child was so angry and said mean things at such a young age.

When my UNF supervisor came to visit with the sole purpose of finding me with out my portfolio

I don't feel that I had any negative experiences.

Dealing with a child with behavior problems was difficult. It was a good learning experience though.

My father had open heart surgery unexpectedly. I found it very hard to concentrate on my lessons and I had little patience with the children during this time. I realized that this was a reality that I will be faced with in the future as a teacher.

My most negative experience during internship was the first two week. I continued to ask myself if directing teachers are forced into having interns.

I don't believe that I can say there was ever a neg. experience. Anything that happened helped me grow and learn.

75% failed a test over material I thought I had taught well.

Had a problem with one student that resulted in him getting suspended.

Kindergarten - I don't like it! - I don't agree with interning in kindergarten when we aren't certified to teach it.

Trying to manage the class.

Two students in my class constantly wanting to bicker and disturb class. I handled it - one went to talk to his basketball coach and the other to my directing teach!

The four fights that I broke up.

I really had nothing negative occur.

My teacher went on a 5 day approved absence to compete in a contest in N.Y. city. I was given total control w/all classes on the 2nd day of internship - thrown to the wolves!

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none

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Some of the teachers with out interns at the schooi seemed jealous and complained about parking.

When a child refused to participate in my video.

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My relationship with my directing teacher.

My most negative experience was with a parent who thought we had chosen her child to dislike in the class. (He was a behavior problem)

none

Relationship with Directing Teacher. More communication and assistance was needed to help me be successful.

I was placed in kindergarten without having had the early childhood classes! It was very difficult.

The third grade class I was in - there was no set discipline plan. The class tended to be out of control.

having students tell me they hated me because they didn't get there way. I was shocked at all the back talking.

Having a misunderstanding w/the principal.

Feeling like I wasn't reaching the students.

D. WHAT DID YOUR TEACHER TRAINING PROGRAM NOT TEACH YOU THAT IT SHOULD HAVE TAUGHT YOU TO BETTER PREPARE YOU FOR YOUR INTERNSHIP?

Writing week long lesson plans & being organized enough to have them in one time!

I can't think of anything

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I knew nothing about special education students - i.e. how to recognize an SLD or an ESE or an EH, etc. I think the program should require basic Special ED classes. I also had very little idea about classroom management, and how to deal with parents. I'm glad I had the class I did.

can't think of a thing!

We were not given a realistic idea of the amounts and types of paperwork required of a teacher. I felt completely unprepared regarding the proper management of paperwork requirements vs. classroom planning.

That somethings really do not work.

The actual content that is taught in Elementary school.

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Classroom management techniques. Specific rules and processes to use.

I felt well prepared

How to deal with discipline problems.

Practical skills of classroom management. The classroom mngmt. course at UNF is what to do in the "ideal" class room or a fantasy world. We need real practical discipline experiences.

How to prepare for job interviews.

How to handle entire classes of students who don't care.

The overt disrespect that goes on in the classroom.

All the different forms and paper work from the office. The procedures for a field trip

The paperwork - tons & tons of paperwork

Paperwork - how to deal w/it, time management, grammar!

How to better use the 2ndary management and discipline technic - it was more elem. orientated.

about discipline, situations that teachers might encounter besides academic teaching.

How to deal with students in the classroom. Different ways to teach math.

How to teach math!

Class management!

I should have had special education preparation since I intervened in an ESE class

How to teach math.

Cultural differences - oral traditions in certain cultures, more classroom mgmt.

Those things that can't be taught. Like how do you discipline? That depends on the child. Perhaps more info about resumes and interviews.

I learned a lot in teacher training. But being in an inner city school was challenging and I had to adjust many things.

We need more on management, especially of inner-city students. There should be a special class, or even a whole program on inner-city students. More special ed training.

all of the paperwork that a teacher experiences - grades, letters, sch. warnings, etc.

the paperwork - cum folders, report cards, grades

How to handle children from inner-city schools --behavior. Also the background the children come from (abused, neglected, etc). Emotionally difficult to deal with.

None.

Other teacher duties such as committees like school improvement, paperwork, grading conduct.

More classroom management techniques.

more experience with classroom management

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Effective time management

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Nothing that can be taught at a University. The only thing that could have prepared me better for internship is more time in a classroom.

CLASSROOM MANAGEMENT the course I took at UNF was a joke. I made an A & still was completely unprepared.

I don't feel that preparing to be a teacher can be taught, you just have to get out there and do it. More time should be spent in public school and less time in UNF classrooms.

Classroom management, better preparation for the types of backgrounds (of the students) we would face in the schools.

More classroom management techniques and more about special education. I feel there should be more special ed training for regular ed teachers!

not to eat cafeteria food (Ha! ha!)

N/A guest intern

How to write a lesson plan in a plan book instead of writing a whole page. I needed to know how

to be concise, yet still have plenty of plans.

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How to break up fights without getting hurt.

Time management was my biggest challenge during internship. UNF does a great job of giving you creative ideas and practical instruction. However, we need to know tips on how to get it all done during the school day.

I cannot think of anything regarding this.

It did not teach me how to manage all of the different levels of children in the classroom. Special education doesn't stop when the children leave their ESE or other classes. I needed to know how to reach - and to teach - these kids.

how to write up a lesson plan book, portfolio

I think UNF should have a technology course to expose pre-service teachers to a wide range of software and media.

Various classroom management plans.

Where to get the side'ight things to make my lecture more interesting.

Classroom management! I did not see and learn about an effective management plan till I walked into my directing teacher's room.

I'm not sure. I think you can only teach so much theory. Then it is time to face the music. Some 4.0 students in education can't teach when it comes to reality. I think that UNF does a pretty good job. I just wished all the cooperative learning from UNF would rub off in real world.

parent conferences

Management skills on real students - we worked out scenarios but nothing could have prepared us for the real challenge.

Working in an inner city school

Although I learned a lot in classroom management at UNF, I would have liked to have more experience with this before internship.

All of the little organizational skills and what counts as professionalism.

There should have been more emphasis on classroom management techniques - perhaps taken closer to internship.

How to write I.E.P.'s. I did not see students' file or read or write I.E.P's

more/different classroom management strategies

Because I did not participate in the excel programs (I'm a pre-internship oldie) I probably was not as prepared for the discipline in the classroom. Instead of the theory, it would be nice to experience some real situations.

I don't feel very prepared to teach severely handicapped children, or even low functioning TMH, which is what I want.

To make sure that I take the time to really understand my Directing Teacher's method of teaching, method of discipline and philosophy of teaching. I would encourage any new intern to take the time to know his/her D.T in the beginning.

How to make a bulletin board.

They taught us about IEP's but not how to actually write one.

Teacher - parent conferences.

Many of our professors claimed that the UNF classroom is not like the real classroom. Well, that is 100% accurate. The UNF student needs to be more prepared for the planning, paper work and professional problems that arise.

Grammar! How can I have a degree in English education and know so little about grammar?

How to deal with specific behaviors-this was taught but not in enough detail
All the paper work and documentation that needs to be done
How to fill out an IEP - what goes on in staffing (child placement) meetings
More academic content needs to be taught

I would not say that something wasn't taught. I would say that special ed courses need to include more academic courses (methods).

I truly honestly wish that I had been given the opportunity to take grammar courses. The lack of it caused much stress in overtime spent studying the content I was presenting. I taught grammar exclusively.

The inordinate amount of time spent on non-academic matters

I'm not sure that it can teach you how attached you get to these students then you have to turn them back over to the D.T.

1. Specific procedural devices for grade level needs. (e.g. handing out papers, when to give directions, limiting scope of lessons, actual lesson book planning)
2. Specific cultural difficulties with classroom management consequences in inner city schools.
3. Exclusive classes on use of computers, not just a component.

More management techniques to do deal with the many different types of students.

The only courses which taught me the most were Excel I & II and Van Nagel's classroom management course.

Classroom management at UNF focused on elementary education and left me somewhat on my own for secondary experience.

Working with parents - getting them on your side. Saying the right things - working together with them to make the child's education a positive and successful experience.

How much planning goes into one day of teaching.

How to integrate a teacher centered curriculum with a child centered curriculum effectively.

I felt prepared.

E.S.O.L.

None

Behavior management methods. My class focused on special needs with Dr. Anthony. If you don't have effective management all is wasted. Fortunately, my directing teacher taught me an effective method.

More content in Language Arts and Math. What is taught in grade levels.

I guess nothing. The things that I learned could only be learned by actually going through the experience. I learned there are many obstacles and frustrations that get in the way of teaching. It's often hard to do your job the way you feel it really should be done.

I feel I should have been trained more on the computer and more experience with classroom management.

how to teach kindergarteners

I believe there should be more time spent in classroom management.

It did not teach you that what you plan does not exactly go the way you plan. We did mini-lessons in front of classmates. It does not always go that well. It also did not teach you how to deal with children that have problems.

Belligerent children and the immense work load that teachers have.

Possibly it could of better prepared me for referral processes.

more tips and helpful hints about time management

Working with parents! One of the other 3 teachers I worked with in the program had some problems with pushy parents (she was a new teacher). I didn't know how I would react if I had been in the same situation.

UNF needs a GRAMMAR METHODS course. I taught grammar during 99% of my internship without any methods for success!

I feel that there is not enough emphasis on what a teacher's legal responsibilities are. From my own experience, I know that you document everything.

My classroom management course under Dr. Bob Anthony devoted on 25% of semester on classroom management and 75% on special ed.

Different styles of handwriting. I had to learn a new style of writing to teach in my internship. I would have felt more prepared if I would have had a class that teaches how to talk to angry parents and how to conduct parent/teacher conferences.

That all students have to respect you before the will learn from you.

E. WHAT WERE YOUR **MAJOR STRENGTHS** DURING YOUR INTERNSHIP?

sense of humor

Enthusiasm for Learning and teaching. Through my enthusiasm children were motivated and encouraged! I had a close relationship w/the students. They felt like they could talk to me about anything (and they sometimes did!)

Good relations with students for the most part.

My strengths were my flexibility and experience. I am currently employed with a school system as a teacher's assistant

My major strengths were interpersonal skills, being flexible to sudden change, and being open to new ideas.

My kindness and support to the children. They had good feelings towards me because I cared about each one personally. My willingness to grow and lean. I didn't get discouraged, because I knew that this was a time for growth.

My sense of humor

Being able to make all my students feel comfortable about making mistakes and learning.

Strong discipline and high expectations of students

My major strengths were my positive attitude, my love for children, and my desire to make a difference in their life.

Lesson planning and content

I was determined to get through internship, so I bit my tongue.

My rapport with the children and directing teacher. My lessons and activities provided for my students. My enthusiasm towards technology and providing the experience for my students.

My strengths were in leadership & authority. I felt that I did well in classroom management.

I put a great deal of extra time into my internship I was also open to many and all ideas. I tried many diff. activities including technology etc.

My experience working with children. Excel I &II were a part of that experience but also a two-year job in child care prior to internship. Also my ability to communicate with all types of people, children and adults alike!

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organization, planning, variety of instruction methods

Organization and maturity. These strengths provided me with a smooth internship and inclusion in teacher committees.

My major strength was my flexibility and ability to adapt to changing needs of the student.

My creativity and my classroom management.

My willingness to put time and energy into my teaching and the children. Patience helped me through a lot of my internship

Ability to show understanding. Treating students like people instead of inferiors. Knowledge of my content. Patience and self-control.

My ability to implement and effectively use classroom discipline plan in both a kindergarten and fifth grade classroom. My ability to adapt and adjust to different grade levels and handle each grade appropriately.

I always was organized and had my day well planned.

enduring with little support in the beginning and understanding when that all changed later in the internship

Flexibility, staying on top of things daily - not letting them pile up and large doses of PRAYER.

1. My own experiences with my children as they had gone through many of the behaviors I saw in my students.
2. My desire to do a good job at whatever I do and my persistence once I 've decided to do something.
3. My interest and background in science.
4. Ability to make myself clearly understood.

Lesson Planning - I felt advanced beyond most of my peers in the ability to develop a lesson plan. Thanks to Dr. Grant - Dr. Grimes - Colt - Excel II

Behavior/ lots was because of my work experience and lots was because of the classes here at UNF.

Organization - Patience - Professionalism

My ability to keep cool.

Good discipline techniques, good rapport with students and other faculty. Plus the fact that I could get alone with my directing teacher even though it was evident she didn't want me there.

Enthusiasm was a major strength. If a teacher is not happy to be there than why should the students.

All the courses I took at UNF were extremely helpful but my biggest strength was discovering I had a creative side in the classroom.

My major strengths, subjects were math and science.

Persistency - Making to do Lists - Making Daily Lesson Schedules - Showing genuine concern to students/for students.

My perseverance to try to teach the way I feel was right, even though I had no real freedom to do so and the kids were not used to positive, steady structure.

I was very well planned and prepared. I knew my material, and I wanted to be there and to make learning fun!

doing my lesson plans in advance, having good communication w/my directing teacher and RCF's, taking "constructive" criticism well.

Flexibility/ patience, ability to work well in stressful situations, High academic competence/content knowledge, enthusiasm, ability to develop/use alternative strategies, individualize lessons for students, with-it-ness

Planning lesson, Presenting lessons

Writing and implementing lesson plans. Planning and preparing for lessons and student/teacher rapport.

An understanding RCF. Knowing that I had grown a lot and am headed in a positive direction. All the other interns to talk to.

Developing interpersonal relationships with students.

The rapport with the students! I was their "teacher" not their friend and they all seemed to respect that!

Flexibility, discipline, computer knowledge

My major strengths were that I liked the kids and remembered their names right off the bat. I used lots of hand on materials. I realized that I work best as a teacher if I plan twice as much lessons for one day than I could possibly do. You have to play it from the hip. If something isn't working, change it, or go to the next part of your lesson plan.

My comfort level in front of the students. This resulted from my Excel and pre-school experience.

I feel that my rapport with the students and the diversity of lessons that I taught.

My ability to connect to material to the students.

rapport w/students, d.t., and college supervisor, organization, implementing activities that address a diversity of learning styles.

technology, arts - bulletin bds, organization

I surprised myself when it came to classroom control. I feel that I was very effective. I was very happy with the way that I related and tried to understand the needs of my students. I truly cared for each of them - and tried to make them feel confident and capable.

Relations with children and with directing teacher. Flexibility. Classroom discipline.

I personality is well suited for primary grades. I worked with first graders, and enjoyed their loving personalities. Also, because I am an energetic teacher, I was able to stay a step ahead of my students (usually).

content knowledge, rapport with kids

mgmt., positive/corrective feedback, discipline, keeping my students physically active

My relationships with the students. I felt like I could talk to them on their level and make some things a little easier.

planning, classroom management, discipline

content knowledge & enthusiasm

The rapport I established with my students. They respected me and I them. Once I earned their respect teaching effectively and maintaining classroom/student control was much easier.

enhancing students' self-esteem, being loving and nurturing with the children

Discipline, relationship with children, relationship with staff members, ability to get my points across during lessons.

organization, diligence, compassion

Planning and being prepared.

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I loved all my students!

rapport w/students, ability to manage behaviors properly

I was a very positive person. I was a hard worker and I got along with everyone.

discipline, familiarity with the students, relationship with students were positive

positive outlooks

Patience, caring, determination

Rapport w/students, organization

I was able to implement a new behavior management system when I realized that the teacher's system wasn't always working for me.

Rapport with the students, planning integrating lessons, using technology in daily lessons.

My outgoing personality, my ability to cope with differences.

organization and planning

Determination! My unbounded supply of love for all students!

I had a wonderful college supervisor (RCF) who was very helpful and supportive.

My patience! I loved it and doing my internship made me realizes that yes, this is what I want to do.

I love the kids, and their learning is my priority. I'm always willing to reteach if there is a need.

1. Confidence
2. Enjoyed working with my Directing Teacher.
3. Had a wonderful supervisor.

my science background, having a discipline plan, feeling confident in the classroom because of our numerous Excel experiences

My rapport with the students

I felt my communications skills and love of children were very important! Most important - organization!

Communication with the students

my personality and humor

patience, professional knowledge, adaptability

Rapport w/students, comp/lit content knowledge, creative activities

Rapport with students, faculty. Ability to convey material, cooperative learning exercises.

My ability to stay organized. My ability to find resources. Trying to stay on top of all the forms sent home by the office.

Subject knowledge and enthusiasm

Communication with advisors and students in my classes

Creative lessons that helped spark the children's interest.

The ability to give the students much affection and an inner drive to do their best; organization for a flowing day.

My patience and trying to make every kid that he or she could succeed in PE even if they thought they had failed.

relationship with students

The relationship that I developed with the class and individual students.

Dealing with students on a personal level. Providing a relaxed yet structured environment. Making curriculum content meaningful.

patience, determination and commitment

creativity/flexibility

Strong subject matter knowledge, I learned to be organized, usually I kept a sense of humor (or tried to).

people skills, social skills, love for children, creativity and the desire to see growth within each student

comfort level with the children, able to get in front of a class without being intimidated, flexibility, integrity and intellect, creativity - i.e., ability to come up with fun things while still integrating academics

organization

My patience and ability to "flow" with the children

My ability to relate to the students and my energy.

F. WHAT WERE YOUR **MAJOR WEAKNESSES** DURING YOUR INTERNSHIP?

Not being patient enough.

Keeping my internship forms up-to-date.

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classroom management, planning, ability to recognize special ed, drugs, etc. - all improved over time

evaluation procedures, special ed needs for mainstreamed kids, the time required to plan properly - I had no idea how much time it would take.

Not forceful enough or quick enough (timing is key) to implement appropriate responses to discipline problems.

Consist classroom management. I continued to go back and forward.

discipline - I'm sometimes too softhearted. I tend to be too easy on them. I found it is difficult to be consistent in discipline. Every child is different.

Time management. Classroom management (improved a great deal after the first month).

My major weakness was being assertive with the students behavior.

Being able to deal with my directing teacher! "Personality conflicts"

Being consistent with my discipline plan.

classroom management, feeling overwhelmed/getting organized

(Not enough time in the day to fit everything in). Trying to get organized so the day would run smoothly.

Adapting to non caring students.

Not being firm enough in the classroom from the beginning

Not prioritizing very good.

getting students to quiet down. 9th graders love to talk during class.

Grammar, time management

Discipline.

Discipline - not being firm enough.

Not enough technic on classroom control the admin. paperwork procedures.

I would say my weakness was at the beginning of the internship - I was very nervous about discipline! It turned out fine!

Having some helpful feedback from my directing teacher

trying to prepare lessons - it took me forever

Knowing how to discipline in certain situations

I began taking my behavior personally.

I was easy on the students, but that wasn't really a weakness, because they still had respect for me.

Took a few weeks before I got the "teacher voice".

Lack of preparation on my part. The classroom experience is most important. There should be more.

communication/management

Not being patient enough

Effective classroom management strategies -- attending to off-task behavior.

There were times when I felt that the children didn't respect me in the same way that they did their own teacher.

firm discipline in the beginning

Not being creative enough for my lesson plans.

classroom management

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Giving directions. Having copies made ahead of time.

organization skills

*
*

discipline

Lack of knowledge about economics. No real classroom management foundation.

Keeping myself on task. I would have my lessons all planned out and on a whim, depending what the children bring in to the lesson, I would teach a lesson on something else.

My voice, I had to fight with a loud fan in the room. The fact that I had to work fulltime made me feel that I did not prepare enough.

Having a poor directing teacher, who failed to guide me.

classroom mgmt

I had a hard time keeping up with the schedule that all of the second grade teachers were working with. I don't see this as a major weakness. I would have planned my curriculum differently - if given the chance.

Perhaps finding it difficult to tell my directing teacher certain things. For instance, that I would like to accept more talking from the students or that I don't think an experience is worthwhile.

I found myself often struggling with being consistent. I realize the great importance of this quality; however, sometimes it was hard for me to achieve. I did see improvement during my internship.

keeping up w/paper work

management

Consistency of discipline (even though I wrote many referrals!).

lack of withitness in classroom mgmt., outspokenness, inability to take criticism well

It was hard to make the transition to independent classwork

Even though I did well in control I feel I could learn much more about classroom management as well as catering to lower level children.

classroom management

Discipline

classroom management, time management

At first it was classroom management, but as I got more involved and read some literature I learned effective ways of dealing w/ positive classroom management.

Lack of control of class.

Spreading myself too thin - having outside of home jobs/ not showing enough firmness in the beginning

implementing discipline (not being consistent) from day 1 - however I did show tremendous improvement in this area.

not being trained in safe physical management, inability to express self openly and honestly to directing teacher

classroom management

Not having enough control over classroom management.

At first it was discipline. But I developed my own discipline plan and the situation was resolved. Another weakness would have to be my own lack of organization. But, that is also improving.

Keeping up with the paper work - I am not the most organized person - but I'm learning.

(Too tenderhearted) Using time wisely

classroom management, formal evaluation

Behavior modification - maybe during preinternship the students should be encouraged to notice the teachers behavior mod. How would they change it to suit themselves. It could be a topic for a journal. I still think preintern had too much paperwork for 2 hour class.

Classroom management. My teachers plan was excellent but I had a hard time being tough and consistent.

Reading instruction- My directing teacher did not use textbooks or workbooks. I didn't have a problem with any subject except reading. I didn't feel prepared enough in the area of reading to do a good job.

unprepared for degree of culture shock in inner city setting.

Trying to not take myself so serious - using a sense of humor more

Lack of tolerance of chronically rude students. Lack of desire to spend time on non academics - such as discipline, truants.

grammar

At the beginning I felt insecure about making the required material to be taught, interesting and meaningful. My directing teacher was very insightful and creative. I learned a tremendous amount about experiments and making the academics interesting. I feel much more confident now.

At the beginning I felt overwhelmed with all the work that was to be done but after a few weeks it all feel into place. The preparation of my portfolio was very time consuming and I felt that this time should have been dedicated to observing and teaching more.

Keeping up with all the paperwork.

My weakness was caused by a bad placement.

My lack of control over the class I was in.

originally - I tried to be what I saw my directing teacher as being. I learned to be myself and not her substitute.

Remembering everyone's name. However, I used chart devices to overcome!

Keeping up with all the paperwork.

Questioning skills

I need to work on my discipline techniques. Different children need different types of discipline. I need to know who needs what and put different types of discipline into my classroom.

The size of my classes spread me a little thin.

None

I had trouble keeping up with all the paperwork.

spelling

At the beginning of the semester I would have to say classroom management. I developed new techniques that solved any difficulties.

Dealing with 9 grade behavior in one geography class

There is lots to do in a short amount of time. The paper work was a heavy burden, especially when you are actually teaching. I often felt I didn't do my best because time was short.

I need to improve my variety of praise techniques and I need to gain knowledge about innovative approaches to teaching grammar.

At times I would be critical of myself if a lesson didn't go exactly perfect. I need more creativity! Sometimes I felt that I had no creativity, both in my teaching and in individual lessons.

Not enough time to do all the things that needed to be done (time management) - but, I'm getting better!

I worked hard on not asking multiple questions and classroom management techniques. I am proud to say in my classroom I was able to conquer

Lack of creative writing ideas - other than that I do not feel that I was lacking in any one area.

In the beginning, I was not firm enough.

Classroom discipline and tone of voice.

because I was taking a class during internship, I was tired sometimes

My classroom management techniques towards children who continually misbehave.

My weakness was taking the comments of parents too personally.

Content and discipline

In the beginning it was my classroom management. But once I was challenged I knew it was do

or die and I ended up a success.

*

G. DESCRIBE THE SITUATION OR INCIDENT IN YOUR INTERNSHIP THAT HELPED YOU GROW THE MOST?

*

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*

Didn't I already answer this question? (#2)

When my students became attached to me and when my directing teacher helped and supported with all my experiences in the classroom.

The support I was given by Mrs. Witsell.

I feel that being left alone with the students helped me gain control.

The entire time of being in 1st grade

Working with my math class and realizing that they expected their work to be average until I raised their expectations. They were truly an above average group, but they had been led to believe that they were average.

Having my directing teaching to an F.P.M.S. and taking a close look at how and what I teach.

Working as a team w/the other 6th grade teacher - we shared many ideas

Working in a new program (multiage), and working closely with almost 100 students.

See #2!

*

Having to prepare (3) lesson plans in (3) different subjects on daily basis. 1. American Government (3 classes) 2. World Geography 3. World History

See #2

1. Learning how to overcome dyslexia.

See question 2!

There was not one situation which helped me to grow. The entire experience is what led to my growth.

Taking the time to get to know my students and directing teacher. Being patient and learning their perspective on life.

see #2

Becoming friends w/ my directing teacher.

*

I was chosen to work on the school's vision/mission statement. Myself and one other teacher put the new statement together.

see #2

Facing the fact that I was the teacher and could actually survive.

Look at #2!

see #2

see question #2

Read ? #2

see #2

The second visit conference with my college supervisor.

Realizing that while I didn't have to be my D.T. in the future I could still use her system and still bring in my style of teaching.

Good rapport with other interns and supervisors to gain perspective on personal situation.

I had a couple of very difficult student. With advise from my directing teacher and my supervisor, I tried many different things. I learned there is no set answer for all problems.

The actual teaching time in front of the class.

When my directing teacher and I got together to first plan out the afternoons thematic units/science/social studies. I had math and reading down pat. I didn't know how she planned the afternoons. We got all sorts of stuff from the library and brainstormed. I kept bringing interesting books in to share. I planned way too much, so I never panicked what now?

see #2

Right at the start of internship I was asked to help with the orientation presentation, I never thought I would speak in front of so many (the entire school) people without fainting.

When you deal with 8 year olds that know more about prostitutes, drugs, guns, street talk, etc. Its hard to generate relative examples for the students. I had to learn their culture and grow with them and by them.

See #2 on the previous page

My RCF never let me get discouraged and her belief in me was the biggest contribution to my growth during internship.

When I finally got the courage to implement my own classroom management techniques in spite of the constant presence of my directing teacher, I felt more confident, despite criticism by my directing teacher.

Transition of classes and after Dr. Deering and Directing teacher discussed my continuing teaching lessons for 1 more week before Thanksgiving. I was encouraged by UNF professor to teach the class my way and not be inhibited - growth came rapidly!

Every single situation was a learning experience in itself.

I had two fights beginning in the class one day. I talked to both my D.T and the Asst. Principal about what procedures to follow. I consulted the student conduct handbook during this time, so I learned by this also.

classroom management

see #2

Seeing the impact that I had and growth in the students. Watching them from the first couple of days, their improvements were exhilarating!

When I saw how excited the children were about learning, that made me excited and made me feel

like I would be a good teacher.

Dealing with students from low socioeconomic backgrounds.

same as #2

see question #2

The situations that allowed me to grow the most were the weekly conferences with my DT

The last day of my internship most classes threw me a party. The students were asked if they wanted to say anything to me. One boy stood up and said, "I just want to thank Mrs. Williams for helping me learn some Algebra." I t made me realize that I had made a difference.

*

see #2

When my directing teacher conferenced with me during midterms she was very upfront. She told me areas that I needed to grow in. Because she was helpful, I was able to start correcting early enough during the semester.

I learned very quickly how to leave my problems at home. I broke my engagement with my fiance' and from this ordeal I truly grew and gained new strength and confidence by being able to carry on and work effectively.

I experienced a lot of growth by watching the way that the children helped each other to learn. These children were not prejudice towards one another. It warmed my heart.

The open house that I organized and implemented

Listening to every suggestion my college supervisor made, and implementing them into my teaching.

working on my vocal presentation

I dealt a lot with the parents at this school. I think that contact with them helped me see what a wide variety point of views, opinions, and parenting skills there are. My views are not always what the parents want to see.

Working with students having trouble after school on Tuesdays and Thursdays

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All of them

*

Receiving feedback on my teaching abilities.

Learning classroom mgmt. by dealing w/2 boys w/negative attitudes

The long talks with my directing teacher about classroom ideas.

The entire experience as a whole. Working with the children and faculty day in and day out.

Being in an innercity school and working with ESE students.

My directing teacher. She "encouraged" me to truly experience a teachers job.

My realization that I was unprepared in the management area, led to me researching and reading further on this.

I grew by having to adjust to a new way of living. Meaning I have never been to an inner city school. And I really learned a lot from it.

Dealing w/my problem student. He had me look at everything I did differently so I could find what the problem was.

ques #2

Working with the A.P. Calculus students. They had the drive and interest to want to learn.

being in 5th grade ESE - and using no books or materials to plan and teach lessons - I really grew - I also grew in that I am accustomed to a different culture than mine

Learning to really care about how the students were doing in class.

Working w/my directing teacher!

Being thrown to the wolves! The do or die syndrome. It taught me more than a semester of management skills did.

*

Calling parents to discuss the students.

Answered in #2 - same question

see question #2

*

*

When my directing teacher got ill at the beginning of the semester.

See question #2

Because my teacher was blunt (almost rude), she told me things to do better and I learned how to do them.

*

When the Vice Principle got involved! She helped get me focused and back on track

The four weeks of take over

It is hard for me to name one specific incident. My evaluations and conferences really guided my growth pattern a great deal.

I had one student that was very difficult to deal with. (Behavior) But I feel that I did win that battle.

Having one discipline problem in the class. I had to try three methods before I found one that worked.

Disagreeing with a few things my directing teacher wanted me to do in class. Talking through my frustration with her helped our relationship and allowed me to be understand and be more accepting of different teaching techniques.

positive feedback - see ques #2

see #2

*

see #2

answered on ? #2

H. IF YOU WERE ASKED TO MAKE SUGGESTIONS OF HOW UNF COULD IMPROVE THE PRESERVICE TRAINING OF TEACHERS, WHAT ONES WOULD YOU MAKE?

To teach in inner city for an entire day!

Make sure interns get enough time alone with the class.

Make advisement more accessible.

1. Require special education (Basic) classes.
2. Require more multi-cultural classes
3. Discuss more realistic situations vs. theory (parent conferencing, recognition of problem children)
4. Make method courses relevant to teaching.
5. Have students plan more - i.e..- an entire week.
6. Have evaluations of directing teachers (some are not cut out for it).

1. special ed classes
2. part of a class needs to deal with planning
3. need more application - as in science
4. more multi-cultural classes offered

Give a seminar on types of paperwork/requirements placed on a teacher at the beginning of the school year.

Schedule lectures for interns either before or after the first day of school. I was very surprised I would not be allowed to be present in class on that important day.

Cut out some of the in class work lead, and give students more field experiences

Don't put so much emphasis on the format of a lesson plan. Change Excel to 3 credit hours and require a full day each week in the school. Allow the UNF student to teach the class for the entire day at least twice.

More classroom experience where actual teaching takes place.

Teach specific classroom management techniques and not theory.

*

More on hands teaching with the students and less observation. Also find teachers that want to teach going to be teachers not just want them around so they can do their own thing.

Better skills of classroom management

1. Prepare us for interviews.
2. Internship should be a year long!

More exposure to actual classroom instead of ideal situations

Quit being so redundant with the information disseminated in the education program.

Give the pre-interns more responsibility at the beginning.

Be less idealistic - I came to the school with a sense of "changing the world" - helping the students - not realizing that most don't want the help, don't want to learn. The teachers there know that, and they had more pessimistic views, yet it was a better reflection of reality. So - UNF should be more straight forward.

Grammar - Eng. ed majors, combine- Curriculum I & II, Eng Ed majors do not need such intense lit courses

*

*

Make the final internship 1 year long and drop some of the bull management classes that only center on elem. ed.

I never really had a class on how to teach mathematical concepts! Too many upper level math courses instead of learning how to teach concepts like GCF and prime factorization.

1. Make sure the pre service internships are with the best teachers
2. Make sure the courses are taught by experienced teachers -- ones that have taught in the field.

add special ed training, more technology training

Offer classes that will help teachers teach their subject. Taking complex analysis or some of the other maths will not help me teach consumer math, AP Calculus, Geometry. We need to teach us

how to teach. What students have the most trouble with.

*

Cut the beginning seminars. They weren't very beneficial to me.

I am pretty pleased at this point.

Do more field work! Have classes for inner-city, make it a specialization.

*

that everyone have at least 1 experience in a true inner city school!

More practical and effective classroom discipline strategies.

None.

more mgmt, classes and time organization seminars

More in class experience during EXCEL I & II.

*

Less on multiculturalism - emphasize content of major.

To make sure that the directing teacher agrees with the idea of giving all control to the intern when appropriate. The portfolio is very time consuming and at first was overwhelming. I could have spent more time observing and researching experiments for science and social studies lessons. Most of the paper work I will never look at again. I think a better portfolio would have ideas of mine and things I have made to enrich the education of those I taught.

more info presented on other counties (like St. Johns) - most info provide at seminars dealt w/Duval County only!

Less multicultural stuff and much more emphasis on content in my area of specialization. There is no excuse for you not to require a course in grammar for English majors.

More experience in the Excel program. Set up many observations in many different school settings.

Screen Excel teachers and Directing teachers more thoroughly. Make sure they the expertise needed to help us succeed as teachers.

encourage/promote more visitations to classroom situations

Have more opportunities for students to be in the classroom before they get to internship.

See #4. Don't tell UNF interns what they need to know - when to apply for jobs (for ex. in Clay takes 6 weeks for application to process)

Overall I would rate UNF's program as excellent. Classroom management instruction could improve some instruction was repetitive.

Eliminate the many unnecessary courses we must take. I think that many of the courses could be combined to give us the information we need.

More training for teaching lower functioning students (PMH,TMH). Somehow screen the internship placement - mine was horrible and has severely undermined my confidence as a teacher.

Be more realistic about the behavior of today's students

Exposure to different styles and methods of teaching. Not just he way UNF likes.

Don't overlap and repeat so much subject matter from course to course.

*

See #4

1. Dealing with parents (and conferences) should be taught.
2. More communication between UNF students and college of education

Add a basic special education class for regular education majors to we can be better prepared to help our mainstreamed kids.

I think you have done a fine job.

somehow prepare the interns better on behavior management, especially in urban schools.

If interns are going to be assigned to Kindergarten they should have more preparation in early childhood.

1. School supply intern's lunch.
2. Place interns where there is a possibility of employment - where jobs are available.

Provide real experiences with classroom management.

I don't have any

*

I would require technology training. Laser discs and AV materials are a breeze it is the computers and multi-media carts that are challenging. With these things being the new wave in education we NEED MORE training in this area.

*

I believe it is unfair to give a person a grade on the internship after they had worked so hard. I received an a but I feel there are other people who didn't receive as good a grade because of conflicting personalities.

More in class time with school children, less college class time.

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More time in real classrooms, less busy work in college courses

1. For social science - less history, more economics (maybe a principles class), psy, and sociology.
2. Take a serious look at the management course and who teaches it.

Less time at UNF and more time in the elementary schools.

no internship until cell requirements are met including Excel. Classes should be taken in order not any random occurrence.

Setting up grade books, lesson plans, not lengthy plans but everyday working plans. Providing several management plans.

Provide guidance as to how to set up lesson plan books, cum. folders attendance records, referrals -- basic paperwork duties that teachers must fill out.

More special ed. training for Elementary teachers. More career advisement - earlier than 1 week before graduation.

UNF could do the methods courses in more of an integrated style. This would model things that we could do in the classroom.

*

Be a little more sensitive when help is asked for. There is already too much pressure on an intern. A little compassion would be nice.

Condense Excel I and Excel II into one class and increase the credit hours. Have the pre-interns spend more time in the classroom and not have them do so much paperwork at UNF.

More experience in the Excel program. Set up many observations in many different school settings.

Teach specific classroom management techniques and not theory.

Cut out some of the in class work load, and give students more field experiences.

Offer a class or provide within the classes offered already more scenarios in which discipline techniques are learned. I do not feel that during EXCEL I and II we were required to focus on classroom management as much as is needed. For instance, we teach lessons in method courses: yet we do not have to show all the aspects of "with-it-ness" because we are teaching it to a behaved and more responsive audience. I had also heard mention of a class beginning that focused more on Inner-city dynamics. I feel this would be very helpful to interns that will have inner-city experiences. The books, Black Communications and Muticultural Education would be two good resources to use, as they were not utilized to their fullest during my EXCEL II because of limited time.

*

If a new teacher has a high probability of dealing with life in an inner city school (which of course he or she does), I might suggest an increased emphasis on this environment (that of the inner city) during his or her training up to the point of final internship.

For the students to be more familiar with technology if they are going to intern at Andrew Robinson. More training in special ed.

The UNF world is in another universe compared to the actual teaching world.

More in-class experience during EXCEL I and II.

More practical and effective classroom discipline strategies.

that everyone have at least 1 experience in a true inner city school!

*

Do more field work! Have classes for inner-city, make it a specialization.

I am pretty pleased at this point.

add special Ed. training, more technology training

Have preservice teachers spend more time in schools instead of in classes at UNF. More training in classroom management.

*

Reduce the number of methods courses which are overly repetitive. Expand courses to cover specific grade level planning for procedures and cultural differences.

Preservice teachers who will be going into inner-city schools need to be more aware of the cultural diversities that exist there.

*

Do internships in groups of 10 at the schools. More experience with EH students

I thought it was very effective; I cannot think of any suggestions.

More real world experience - many schools do not allow time for integrated units and many grades at our school planned the year together, during the summer - integrated units were not possible.

*

During Excel 1 & 2, we should teach a full day at our school instead of just on lesson. We should have to plan that whole day every week.

Grant fee waivers to interns or make provision for interns to receive some type of stipend.

Limit the internships only to schools which have adequate policies to include these programs in their daily routine and are willing to coordinate with UNF fully.

Have the directing teachers come out and meet their interns at UNF before internship.

one or two mandatory special ed classes, more classroom management training, do some combining of classes such as Reading 1 and 2 Curriculum 1 and 2, and Lang. Arts methods - right now there is some redundancy

The students be required to see before and after school and all of the "little" things that interns are bombarded with upon entering. I feel substitute teaching would be a great experience for every student before entering.

More studies and actual demonstrations of student behavior on task and off!

None, I felt prepared.

Since I am in special ed., I have been very well trained in the following: reading remediation, error problems in computations, behavior modification strategies - regular ed. should have exposure to these strategies

Better class hours for those who must work. Wonderful directing teachers like the one I had.

More actual teaching during pre-internship.

Better instruction in Reading. This is a very important subject but I don't feel well prepared. All other subjects were taught very well and proved to be very useful.

The excel experiences need to offer more opportunities for the pre-intern to do classroom management techniques. If this was encouraged more I feel the internship experience would be a more positive time because they would feel more prepared in this area.

I. A METAPHOR IS A FIGURE OF SPEECH CONTAINING AN IMPLIED COMPARISON IN WHICH A WORD OR PHRASE IS COMPARED TO ANOTHER. COMPLETE THESES:

A teacher is like a (n)

-ever ready battery (they keep going, going and going)
-*
-cheerleader
-light in darkness
-open book
-sheepherder, a mother and a grandmother all in one
-pulse necessary to sustain life
-guide, showing the world in many ways
-actor

-organized parent
-guide/facilitator
-*
-fountain of knowledge
-fountain of knowledge
-path of learning
-parent
-underpaid heroine
-jack of all trades
-stream of knowledge
-*
-*
-guide
-*
-*
-a rotting plant
-link to the future
-cowboy
-an old treestump, with many rings of experience
-*
-caretaker
-special breed of person
-sounding board
-acorn
-tool
-jack of all trades
-fountain of knowledge
-rock
-gardener works hard to make the flowers bloom
-encyclopedia
-*
-guide dog - leading the way and exposing others to life and learning
-jack of all trades
-*
-so many things that are good
mother and gardener, she has to be able to do many things at once and still nurture each student
-*
-actor
-apple core
-an enormous grapefruit waiting to squirt knowledge in student's eyes
-*
-*
-*

-light switch
-tour guide
-*
-babysitter/police officer
-guide and friend
-*
-*
-guide
-*
-friend and provider
-miracle worker
-guardian angel
-innovator, constantly coming up with new methods to make learning interesting
-*
-*
-guide
-parent
-parent
-mother/father
-parent
-farmer
-actor on stage
-actor playing many roles at once
-the core of an apple
-supportive good example
-performer
-policeman
-a teacher is like a tree
-parent
-waterfall
-shepherd lead their sheep
-roller coaster ride with many ups and downs during their career
-flint stone sparking a fire to life
-*
-substitute parent
-ocean
-mother
-oak tree
-juggler
-oak tree
-oak tree
-guide
-*

-mother
-supplement parent
-friend
-balancing act
-molder of dreams
-bud
-mother
-mother hen
-underpaid god
-*
-flying kite
-director
-nurturer
-holder of knowledge that is willing to give it away

My internship was like a (n)

-*
-sponge, absorbing all the information
-fun day at work
-hike up a mountain
-*
-dream
-fast roller coaster with a smooth ending
-*
-*
-working for free, used and abused
-working extremely hard for free
-a wakening experience
-flower blooming in spring
-*
-bad nightmare - one you can't waken from
-river
-*
-ocean cruise
-ferris wheel - highs and lows with lots of nervous butterflies and laughter
-*
-experience I will never have again
-roller coaster ride
-stone
-baptism
-roller coaster ride (ups, downs, thrills, excitement, fun, fear....)
-adventure

-adventure
-fruit
-fantastic adventure
-large learning experience
-uphill journey
-*
-a roller coaster
-roller coaster
-an experience in chaos
-train that never end
-bad dream that would not end
-*
-test flight
-roller coaster
-flower. It grew and blossomed
-river flowing into the ocean
-roller coaster ride
-tornado! (or a carnival!) depending on the day!!
-fun - but a lot of hard work
-flower blooming
-March (in like a lion out like a lamb)
-fairy tale
-flower
-pathway of knowledge
-exhilarating roller coaster
-practice - rehearsal
-roller coaster it had its ups and downs
-rocky ship void of harbor
-rollercoaster - for every up there was a down - but a lot fun
-well oiled machine
-marathon that ended in victory
-visit to the zoo
-marathon race
-cocoon opening
-tight rope around my neck that was loose at the end
-climb up a mountain
-song a little off key
-mountain climb upward
-see saw sometimes up/sometimes down
-rebirth
-bad dream that ended
-dream come true!
-rollercoaster

-look at reality
-pinball machine
-boot camp
-boot camp
-visit to hell!
-flower being cared for with love all around a blooming a little more each day
-dream
-roller coaster
-roller coaster
-onion
-roller coaster
-meadow full of flowers
-obstacle course
-*
-hike in the mountains
-summer storms rainbow
-*
-journey to learning about myself
-a walk in the forest - half way through I remembered I was on my way out.
-learning experience
-roller coaster ride
-boot camp
-*
-personal and professional growth experience
-a ball of fire
-emotional roller coaster
-experience in wanderlust
-farm
-nonpaying job
-grape (sometimes good, sometimes bad)
-spiritual journey
-space exploration
-dream
-*
-*
-home coming, I've been waiting a long time to arrive at that experience
-roller coaster
-wonderful learning experience
-ship that was always at sea
-puzzle. Difficult to picture at first how it would turn out.
-quicksand

My teaching is like a (n)

-experiment
-*
-big wind storm
-flower that will continue to bloom
-real experience
-*
-*
-close encounter with my real self. I always knew I was a natural.
-the first steps of a toddler
-overdose of melodrama
-expedition
-*
-*
-a flower always growing
-field
-rock
-branch growing off a tree
-attempt to bridge the gap
-stage show
-torture
-ladder
-science experiment, always using your hands
-crab - I am always reaching for more knowledge as a teacher
-extension of who I am
-*
-chef's presentation
-*
-*
-adventure
-entertainment show - I'm always trying to be enthusiastic and giving 100%
-baby - growing bigger and stronger daily
-a sapling that grows into an oak!
-baby
-baby - always stumbling and picking itself back up
-Disney ride
-*
-baby starting to walk
-Jeopardy
-journey
-laser light show
-*

-flower
-beginner
-roller coaster sometimes your up and sometimes your down
-growing child
-*
-gem in polishing
-uplifting adventure
-*
-*
-adventure
-the discovery zone
-seed that has just sprouted
-seed that was germinated
-computer
-seedling tree - good roots, good growth, but it will be a while before it bears fruit
-breath of life to weary travelers
-carnival everyone has fun, learns, and always comes out as a winner
-performance
-happy kangaroo, bounces around to try to stay on top of things
-clown in teacher's clothing
-sunny day
-*
-gentle breeze
-process of growth
-best friend
-*
-piece of rubber (flexible)
-a farmer sowing the seeds of knowledge
-*
-newly planted oak tree
-privledge
-flower
-*
-*
-a bird looking for a nest - or a seed waiting to land on fertile soil
-story
-my passion
-*
-blind man walking through a new house
-rock - solid and steady - adaptable to all envir.
-game show
-kaleidoscope
-journey

-chameleon -changes daily (diff methods...)
-drink to be shared
-pebble
-*
-world of creating
-*
-circus -always fun under the big top w/lots of different activities and new experiences
-*
-*
-breath of fresh air
-blanket, I try to cover it all
-*
-community of people learning
-winning a long, hard, race
-flower ready to blossom
-*
-*
-*
-Christmas tree (new things keep being added)
-opportunity for me as well as my students
-*
-ocean; sometimes calm, sometimes stormy
-everchanging process
-open book - there for everyone to observe and learn
-*

My Directing Teacher

-*
-knowledgeable and talented
-was a true friend
-is like a parent to all the children; sometimes a mother hen
-*
-is an angel
-was an inspirational song
-*
-*
-is burned out, thinks she's running a day care
-was sweet as candy but traditional like Little House on the Prairie
-was very helpful and supportive
-a well of knowledge and experience
-*
-was non-communicable and non-helpful

-a stiff board
-*
-was my sounding board
-was a guiding light
-*
-is a wonderful person
-a sage
-a bolder
-was a guiding force
-is burnt-out, dull, mean to students
-was supercalifrejilisticexbealidousous!
-was extremely helpful
-is the best in the world!!!!
-mentor - always helping
-is as hands off as sea
-*
-is my best friend - or - a movie I will replay many times
-best friend
-was like a chicken with its head cut off! (i.e.. running in a million directions at once)
-insecure
-like a potato that never root
-*
-is like my guide
-was like a close minded, scared, old tree
-*
-*
-is like a fountain of wisdom
-is the perfect role model
-was terrific
-terrific
-was like a library that's always open
-was grumpy
-was like a mother
-is like a
-is like a mentor
-is like coral, pretty to look at and at face value but sharp when you get close
-critic
-was like an angel, always looking over me
-is like a lioness - vicious - angry - consuming
-was like a
-is the most wonderful person in the world
-was like a guiding light
-was an angel

-*
-like a boot camp officer
-was a large book with a lock on it that made me work to acquire the knowledge inside
-had a wealth of knowledge
-up and down but mostly up
-a juicy apple
-*
-is like the village shaman (I mean this strictly in a good way. No physical comparison is implied.)
-was like a kind drill sergeant
-was excellent, I learned so much
-*
-is a successful teacher
-*
-was very helpful
-*
-was like a bulldozer crushing all the pretty flowers
-*
-was like a guide
-was true and informative
-was wonderful, she let me experience what really happens in a classroom
-was like a mother to me
-was wonderful
-was a phycho
-army sergeant
-*
-*
-was an angel from above and below simultaneously
-*
-*
-was very considerate
-was like a flower blossoming with ideas
-was an angel
-lion
-treated me like an equal
-challenged and accepted my efforts
-was the heart of my internship
-was like calm waters
-was great
-was a big help
-*
-is like
-is laid back
-was the embodiment of compassion

-was my guardian angel
-is like a support system
-*
-*
-was the greatest!
-is very knowledgeable and talented
-a ruler that didn't know how to rule
-*
-shouldn't have been one

My college supervisor or RCF

-needs more time
-*
-helping hand
-is supportive, understanding and shows respect towards others
-was great!
-*
-*
-is a mentor
-was like a guide of a tour
-is wonderful
-is
-*
-made me nervous like a long tailed cat in a room full of rockers
-did well
-was like
-was a provider of many resources
-boosted my confidence
-was big on details
-teddy bear
-was like an owl
-was like an angel, looking out for me
-was a life saver
-showed me how it really should be done
-*
-was a road map - hard to read at times, but essential always
-*
-*
-mother goose
-was great
-was very supportive
-was a rock

-was very supportive
-was extremely helpful
-reservoir
-*
-was like mother, all ears and a shoulder to cry on! She was great.
-*
-was wonderful
-*
-was caring and compassionate
-guardian angel
-was so helpful and supportive
-was like a breath of fresh air
-is like a Yoga
-*
-a fountain of knowledge
-was great
-gave wonderful guidance
-was a star in the dark
-an open ear
-*
-a calming hand
-was like a reference book
-is a great asset to UNF
-*
-is like a light softly echoing in the stillness of a blackened sky
-was someone I felt very comfortable with
-director
-is like a teddy bear, always creating smiles wherever he goes!
-is like a guide
-*
-*
-was my rock
-was like a pillar
-kind and wise
-was the very best
-has been out of the classroom a long time; is extremely professional
-is like an island in the storm
-*
-*
-is my flight instructor
-*
-was detached
-a good friend

-was like a typewriter in the age of computers!
-a good friend
-the great and powerful Oz
-*
-is as hard too get a hold of as the moon
-blessing - filled in the blanks
-always there when I needed her
-was organized
-was efficient as Miss Jane
-was wonderful - the best!
-was link to the University
-a mountain
-*
-is a wonderful supervisor
-*
-a shoulder to lean on for support
-was my guardian angel
-*
-a skinny Santa Clause
-was very professional
-*
-Santa Clause
-was very easy going and helpful
-has visions and extravaganzas for his interns!
-*
-*
-*
-was a wise storyteller
-is also an angel
-*
-is like a grandfather giving helpful advise and constructive comments
-was a shoulder to lean on and an ear to listen
-supportive and understanding
-*

Part 1: *Circle the appropriate answer to each question.*

Your Gender: (1) female (2) male

(1) female	(2) male
87	21
80.6%	19.4%

Your Race: (1) African -American (2) Asian (3) Hispanic (4) Native American (5) White (6) Other

(1) African -American	(2) Asian	(3) Hispanic	(4) Native American	(5) White	(6) Other
3	1	1	1	100	1
2.8%	.9%	.9%	.9%	93.5%	.9%

Your Age: (1) 20-24 (2) 25-29 (3) 30-34 (4) 35-39 (5) 40 and older

(1) 20-24	(2) 25-29	(3) 30-34	(4) 35-39	(5) 40 and older
52	23	13	8	11
48.6%	21.5%	12.1%	7.5%	10.3%

Your Major: (1) Art/Music Education (2) Elementary Education (3) Physical Education (4) Secondary Education

(1) Art/Music Education	(2) Elementary Education	(3) Physical Education	(4) Secondary Education
1	67	3	23
1.0%	63.8%	2.9%	21.3%

Degree: (1) first Bachelor's degree (2) Master's degree (3) Certification only

(1) first Bachelor's degree	(2) Master's degree	(3) Certification only
97	2	8
89.8%	1.9%	7.4%

School District: (1) Clay County (2) Duval County (3) Nassau County (4) St. Johns County (5) Other

(1) Clay County	(2) Duval County	(3) Nassau County	(4) St. Johns County	(5) Other
21	63	4	11	9
19.4%	58.3%	3.7%	10.2%	8.3%

Level: (1) Elementary (2) Junior/Middle (3) Senior High

(1) Elementary	(2) Junior/Middle	(3) Senior High
77	8	20

71.3% 7.4% 18.5%

Minority %: (1) Under 10% (2) 11-30% (3) 31-50% (4) 51-70%
23 25 11 5
21.9% 23.8% 10.5% 4.8%
(5) Over 70 %
41
38.0%

Socio-Economic (1) low (2) lower middle (3) middle
43 27 27
40.2% 25.2% 25.2%
Level: (4) upper middle (5) high
7 3
6.5% 2.8%

At What School Were You Placed? _____

1. Determine what to teach

SD	D	U	A	SA
0	0	12	40	56
0.0	0.0	11.1	37.0	51.9%

2. Develop and implement learning experiences

SD	D	U	A	SA
0	1	4	36	67
0.0	.9	3.7	33.3	62.0%

3. Diagnose mistakes students make to design subsequent learning experiences SD D U A SA

1	0	13	49	45

.9 0.0 12.0 45.4 41.7%

4. Design learning activities that require action by all students

SD	D	U	A	SA
0	1	11	39	57
0.0	.9	10.2	36.1	52.8%

5. Incorporate media and technical resources into lessons

SD	D	U	A	SA
0	3	12	31	62
0.0	2.8	11.1	28.7	57.4%

6. Plan effective classroom activities

SD	D	U	A	SA
0	0	5	20	82
0.0	0.0	4.6	18.5	76.6%

7. Get students to demonstrate how to interpret what they learn

SD	D	U	A	SA
0	1	20	40	47
0.0	.9	18.5	37.0	43.5%

8. Get students to relate what they are learning to what they have learned in the past

SD	D	U	A	SA
0	3	15	32	58
0.0	2.8	13.9	29.6	53.7%

9. Get students excited about a subject area or topic

SD	D	U	A	SA
0	1	12	32	63
0.0	.9	11.1	29.6	58.3%

10. Get students engaged in conversations about experiences where they interpret and analyze what they have learned

SD	D	U	A	SA
0	2	14	37	55
0.0	1.9	13.0	34.3	50.9 %

11. Design and use instructional strategies which results in changed student perceptions of their abilities and their potential for achievement

SD	D	U	A	SA
0	2	15	44	47
0.0	1.9	13.9	40.7	43.5%

12. Create learning environments where students demonstrate curiosity and positive attitudes toward learning

SD	D	U	A	SA
0	0	11	34	63
0.0	0.0	10.2	31.5	58.3%

13. Schedule and conduct parent conferences

SD	D	U	A	SA
2	3	25	36	42
1.9	2.8	23.1	33.3	38.9%

14. Establish, teach and reinforce classroom rules

SD	D	U	A	SA
0	1	8	30	69
0.0	.9	7.4	27.8	63.9%

15. Take the lead in working and planning cooperatively with fellow teachers

SD	D	U	A	SA
0	0	11	34	63
0.0	0.0	10.2	31.5	58.3%

16. Establish collegial relationships with other more experienced teachers

SD	D	U	A	SA
0	1	8	20	79
0.0	.9	7.4	18.5	73.1%

17. Complete routine paper work such as cumulative folders, IEPS, attendance records etc.

SD	D	U	A	SA
0	7	13	40	48
0.0	6.5	12.0	37.0	44.4%

18. Articulate the personal qualities I promote in my classroom

SD	D	U	A	SA
0	1	3	25	79
0.0	.9	2.8	23.1	73.1%

19. Control behavior of all types of students

SD	D	U	A	SA
0	6	16	59	26
0.0	5.6	14.8	55.1	24.3%

20. Reinforce classroom rules using a variety of strategies

SD	D	U	A	SA
0	2	11	44	51
0.0	1.9	10.2	40.7	47.2%

21. Deal with unmotivated students

SD	D	U	A	SA
1	5	18	45	39
.9	4.6	16.7	41.7	36.1%

22. Handle disruptive students regardless of their background

SD	D	U	A	SA
1	6	17	45	39
.9	5.6	15.7	41.7	36.1%

23. Manage effectively off-task behavior

SD	D	U	A	SA
0	4	9	51	44
0.0	3.7	8.3	47.2	40.7%

24. Recognize and reward on-task behavior of students

SD	D	U	A	SA
0	2	5	27	74
0.0	1.9	4.6	25.0	68.5%

25. Integrate routinely multicultural education into daily classroom activities

SD	D	U	A	SA
0	1	14	43	50
0.0	.9	13.0	39.8	46.3%

26. Teach diverse ethnic groups of students

SD	D	U	A	SA
1	1	14	29	63
.9	.9	13.0	26.9	58.3%

27. Identify and describe the impact different cultures have on student learning

SD	D	U	A	SA
1	2	13	45	46
.9	1.9	12.1	42.1	43.0%

28. Instruct students with a wide range of academic levels and abilities

SD	D	U	A	SA

1	1	9	37	60
.9	.9	8.3	34.3	55.6%

29. Identify and explain differences among learners and implications for teaching from at least two different cultural perspectives

SD	D	U	A	SA
1	2	16	51	38
.9	1.9	14.8	47.2	35.2%

30. Plan for and instruct students with special needs within the regular classroom

SD	D	U	A	SA
0	4	20	40	44
0.0	3.7	18.5	37.0	40.7%

31. Question critically the methods and procedures of teaching

SD	D	U	A	SA
0	1	10	45	51
0.0	.9	9.3	42.1	47.7%

32. Analyze from at least two perspectives a common teaching dilemma teachers experience at the beginning of the year

SD	D	U	A	SA
0	4	10	47	47
0.0	3.7	9.3	43.5	43.5%

33. Brainstorm possible solutions to difficulties you encounter in the classroom

SD	D	U	A	SA
0	2	7	34	65
0.0	1.9	6.5	31.5	60.2%

34. Share the results of what I learn about teaching and learning going on in my classroom with other teachers in my school

SD	D	U	A	SA
0	1	4	35	68
0.0	.9	3.7	32.4	63.0%

35. Implement action-research project in my classroom that will help me improve my practice

SD	D	U	A	SA
1	1	13	52	39
.9	.9	12.3	49.1	36.8%

36. Identify the discrepancies between theoretical knowledge and personal, practical knowledge I encounter in my classroom

SD	D	U	A	SA
0	2	18	41	47
0.0	1.9	16.7	38.0	43.5%

37. Create classroom environments that are characterized by sense of community (mutual respect,trust, and responsibility)

SD	D	U	A	SA
0	1	5	22	80
0.0	.9	4.6	20.4	74.1%

38. Overcome actively obstacles to creating learning communities arising from the fact that often teachers and students do not share a common cultural and social outlook

SD	D	U	A	SA
0	2	11	38	57
0.0	1.9	10.2	35.2	52.8%

39. Assume responsibility for questioning "what is" and actively seeking alternative ways of managing learning

SD	D	U	A	SA
0	2	10	51	44
0.0	1.9	9.3	47.7	41.1%

40. Experiment with different teaching strategies

SD	D	U	A	SA
0	1	5	43	59
0.0	.9	4.6	39.8	54.6%

41. Create and experiment with new ways to organize students and schedule the school day

SD	D	U	A	SA
0	4	5	39	59
0.0	3.7	4.7	36.4	55.1%

42. Plan my own teaching improvement

SD	D	U	A	SA
1	2	6	39	59
.9	1.9	5.6	36.4	55.1%

How confident would you be in teaching in a

43. Inner city elementary school

SD	D	U	A	SA
8	8	21	28	40
7.6	7.6	20.0	26.7	38.1%

44. Suburban elementary school

SD	D	U	A	SA
5	3	10	23	65
4.7	2.8	9.4	21.7	61.3%

45. Rural elementary school

SD	D	U	A	SA
5	2	9	24	66
4.7	1.9	8.5	22.6	62.3%

46. Affluent elementary or middle school

SD	D	U	A	SA
1	5	10	32	58
.9	4.7	9.4	30.2	54.7%

47. Inner city middle/junior high school

SD	D	U	A	SA
16	20	29	16	25
15.1	18.9	27.4	15.1	23.6%

48. School which includes large number of exceptional educational students

SD	D	U	A	SA
7	10	30	29	32
6.5	9.3	27.8	26.9	29.6%

49. School in which all exceptional education students are mainstreamed into regular classrooms

SD	D	U	A	SA
3	11	29	38	27
2.8	10.2	26.9	35.2	25.0%

50. Schools which organize students into multi-aged classrooms

SD	D	U	A	SA
1	14	23	35	35
.9	13.0	21.3	32.4	32.4%

51. Magnet schools

SD	D	U	A	SA
0	6	9	32	61
0.0	5.6	8.3	29.6	56.5%

52. Schools which eliminate traditional grades and use continuous progress curriculum

SD	D	U	A	SA
3	7	17	43	38
2.8	6.5	15.7	39.8	35.2%

RATE THE FOLLOWING UNIVERSITY SERVICES USING THE FOLLOWING SCALE: (1) Very Poor Quality (3) Fair Quality (5) Very Good Quality

53. Academic advisement

VPQ		FQ		VGQ
3	8	25	41	30
2.8	7.5	23.4	38.3	28.0%

54. Career Planning and Placement

VPQ		FQ		VGQ
4	10	34	35	21
3.8	9.6	32.7	33.7	20.2%

55. Procedures to arrange field experiences and student teaching

VPQ		FQ		VGQ
0	7	18	32	50
0.0	6.5	16.8	29.9	46.7%

56. Class registration procedures

VPQ		FQ		VGQ
4	5	16	47	35
3.7	4.7	15.0	43.9	32.7%

57. Information about educational planning and of study

VPQ		FQ		VGQ
1	5	26	42	33

.9	4.7	24.3	39.3	30.8%

58. The learning lab and materials center

VPQ		FQ		VGQ
1	2	21	31	52
.9	1.9	19.6	29.0	48.6%

59. The library

VPQ		FQ		VGQ
0	1	8	34	64
0.0	.9	7.5	31.8	59.8%

60. The scheduling of classes

VPQ		FQ		VGQ
10	6	28	37	26
9.3	5.6	26.2	34.6	24.3%